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ABSTRACT

The textbook for a course in basic Pashto contains seven instructional units, each consisting of five lessons. Each lesson contains a list of objectives, a review of previously learned words and sentences on which the new lesson is based, new vocabulary, a dialogue, pronunciation exercises, exercises in sentence structure, activities to encourage the student to try his new knowledge, and a Pashto conversation exercise with related activities. Lesson topics include information on the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. The textbook and accompanying written and recorded materials are intended for use in an intensive language course that includes classroom instruction, laboratory work, and writing practice. (MSE)

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ED286347

Pashto

Basic Course

Textbook

Units 1 - 7

NOVEMBER, 1986

DEFENSE LANGUAGE INSTITUTE
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Preface

This Textbook is one of five modules which comprise the Pashto Basic Course, Units 1 - 7. Other modules are the Workbook (with accompanying tapes), Laboratory Manual (with accompanying tapes), Teachers' Manual, and Writing Manual. The Textbook is the core of the modules, which are designed to provide materials for a five-day-per week, six-hour-per-day course which includes one hour of laboratory work and (in Units 3 - 7) one hour of writing practice. Each Unit covers a week's work, and consists of four lessons plus a review lesson.

The Textbook is designed for use with accompanying tapes and Teachers' Manual.

Most lessons consist of the following sections:

- Statement of Lesson Goals
- Review of Relevant Previously Learned Material
- New Vocabulary Presentation
- Conversation
- Fluency Practice
- Sentence Structure Presentation
- Exercises and Activities Utilizing the Structure
- Conversation Exercises

In an optimum schedule, the first four parts of a lesson are taught in afternoon classes, and the remaining parts taught the following morning, the writing lesson scheduled for the end of the afternoon. the laboratory lesson sometime during the morning, and the Workbook lesson done at home between the Fluency Practice and the Sentence Structure Presentation.

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awala hafta: muqadima

Unit 1: Introduction

awal dars: paxtāna tsok di?

Lesson 1: Who are the Pashtuns?

de sabaq hadaf

On completing this lesson, you will be able to:

- identify the areas in Afghanistan and Pakistan where Pashtuns live.
- find your way around your Pashto text materials.
- use the transcription system to pronounce some Pashto words.

Your Pashto teachers' names are:

_____

_____

_____

Your Pashto class name is:

_____

Your Pashto classmates' names are:

_____

_____

_____

_____

_____

_____

_____

_____

Facts about Pashto

1. The language you are learning is called Pashto. The people who speak it are called Pashtuns.

A "Pakhtoon"
(picture taken from 19th-century engraving)

2. Pashtuns live in Afghanistan and Pakistan.

3. Pashto is written in a modified Arabic script, which looks like this:

په اند ینبنو می ځان پاچا کړ
چه سرمی پورته کړ ملنګ ددوهې ومه

ţep

The Transcription System Used in this Textbook

transcription system: a spelling system specially designed to show the pronunciation of words in a language

1. Letters for Pashto consonant sounds which are like English consonants:
   - **b** as in English boy, baby, cub: **ba, kitāb, khabare**
   - **ch** as in English church, teacher: **chera, chap**
   - **d** as in English dad, dare, cad: **de, yādawalo, dre**
   - **dz** as in English dads, adze: **dzān, dzāy**
   - **f** as in English fire, if, duffle: **tafri, talafuz, afghanistān**
   - **g** as in English go, jug, wiggle: **jag, gramar, gwal**
   - **h** as in English hat, behave: **naha, ham, mashhur**
   - **j** as in English judge, edge: **joṛ, jumle, jag**
   - **k** as in English car, cake: **kawa, ka, kor**
   - **l** as in English late, all, yellow: **lutfan, las, walika**
   - **m** as in English mom, bump: **me, salām, wālaykum**
   - **n** as in English no, funny, sun: **na, qumandān, tankhā**
   - **p** as in English pie, apple, cup: **parda, porta, chap**
   - **s** as in English so, city, pass: **las, spil, wanisa**
   - **sh** as in English show, push, shore: **shpag, shay, shuro**
   - **t** as in English tie, little, cut: **tafri, lutfan, wakht**
   - **ts** as in English cuts, gutsy: **tso, tsa, kutse**
   - **w** as in English wait, kiwi, yellow: **wabaxa, wawāya, wāza**
   - **y** as in English yes, boy, buyer: **ye, yāstay, kenay**
   - **z** as in English as, zero, breezy: **talafuz, wāzifa, zmarak**

2. Letters for Pashto vowel sounds:
   - **a** as in English call, bother, fog: **da, ka, talafuz**
   - **ā** as in English awful, caught: **lās, loghāt, tāse**
   - **e** as in English bed, yellow, said: **de, me, chera**
   - **i** as in English beet, feat, read: **kitāb, di, sayi**
   - **ɪ** as in English sit, little, rift: **tikrār, afghanistān, mojāhid**
   - **o** as in English boat, both, so: **stargo, mo, paxto, pore**
   - **u** as in English boot, fool, soothe: **kutse, lāsuna, qumandān**
   - **ʊ** as in English put, book, push: **lutfan, chup, mushkil**
   - **ə** as in English but, just, putter: **na, jag, wawāya**

Unit 1, Lesson 1

ţep

Tape exercise 1.

1.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
2.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
3.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
4.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
5.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
6.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
7.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
8.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
9.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə
10.	ka	kā	ke	ki	kɪ	ko	ku	ku	kə

11.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
12.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
13.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
14.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
15.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
16.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
17.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
18.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
19.	ga	gā	ge	gi	gɪ	go	gu	gu	gə
20.	ga	gā	ge	gi	gɪ	go	gu	gu	gə

21.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
22.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
23.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
24.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
25.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
26.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
27.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
28.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
29.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə
30.	tsa	tsā	tse	tsi	tsɪ	tso	tsu	tsu	tsə

31. lɑ lɑ̄ le li lɪ lo lu lʊ lə
32. lɑ lɑ̄ le li lɪ lo lu lʊ lə
33. lɑ lɑ̄ le li lɪ lo lu lʊ lə
34. lɑ lɑ̄ le li lɪ lo lu lʊ lə
35. lɑ lɑ̄ le li lɪ lo lu lʊ lə
36. lɑ lɑ̄ le li lɪ lo lu lʊ lə
37. lɑ lɑ̄ le li lɪ lo lu lʊ lə
38. lɑ lɑ̄ le li lɪ lo lu lʊ lə
39. lɑ lɑ̄ le li lɪ lo lu lʊ lə
40. lɑ lɑ̄ le li lɪ lo lu lʊ lə

41. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
42. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
43. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
44. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
45. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
46. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
47. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
48. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
49. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə
50. dzɑ dzɑ̄ dze dzi dzɪ dzo dzu dzʊ dzə

Tape exercise 2.

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

9. _____ 10. _____ 11. _____ 12. _____

13. _____ 14. _____ 15. _____ 16. _____

17. _____ 18. _____ 19. _____ 20. _____

Unit 1, Lesson 1

Exercise 3.

1. ko ka ki kā ku kʊ kɒ kɪ ke
2. do di dā dɪ də de du dʊ dɒ
3. wi wɪ we wɒ wə wu wu wo wā
4. yu yʊ yɪ yi ye yə yo yā yɒ
5. tsi tse tsɪ tsɒ ˈsɔ tsē ˈsʊ tso tsu
6. lā lɒ lo lə le lu lʊ lɪ li
7. tə tɪ ti tʊ tu to te tɒ tā
8. bo bə be bi bu bɪ bʊ bā bɒ
9. shɒ shu sho shɪ shi she shā shə shʊ
10. mi mɪ me mɒ mə mā mo mʊ mu

Useful Phrases in Pashto

salām.	Hello.
lutfan.	Please.
tashakur.	Thank you.
po swe?	Do you understand?
wo.	Yes.
na.	No.
na puyegam.	I don't understand.
lutfan ye tarjuma ka.	Please translate. (said to one person)
lutfan ye pa angrezi wawāya.	Please say it in English. (to one person)
tsanga ye spil kawe?	How do you spell that?
sayi da.	That's right.
sayi na da.	That isn't right.

ṭep

awala hafta: muqadıma

Unit 1: Introduction

doyama dars: paxtāna chera zwand kawi?

Lesson 2: Where do the Pashtuns live?

de sabaq hadaf

On completing this lesson, you will be able to:

- recognize and pronounce some of the Pashto sounds that don't exist in English.
- identify and locate the Pashtun-majority provinces in Afghanistan.
- understand and use several more useful phrases in Pashto.

tıkrār

salām.
lutfan.
tashakur.
po swe?
wo.
na.

na puyegam.
lutfan ye tarjuma ka.
lutfan ye pa angrezi wawāya.
tsanga ye spıl kawe?
sayi da.
sayi na da.

The Transcription System (continued)

Letters for Pashto consonant sounds which are not like English consonants:

q:

qa qā qe qi qɪ qo qu qʊ qə

qalāt qeta daqiqa barq qolba taraqi

r:

ra rā re ri rɪ ro ru rʊ rə

tashakur kandahār farā chera

gh:

gha ghā ghe ghi ghɪ gho ghu ghʊ ghə

afghanistān laghmān baghlān ghazni ghāgega

kh:

kha khā khe khi khɪ kho khu khʊ khə

khost wakht khān khwdāy

x:

xa xā xe xi xɪ xo xu xʊ xə

pexawar xə wəbaxa paxto

ṭep

Unit 1, Lesson 2

Tape exercise 1.

1.	k	g	6.	k	q
2.	k	q	7.	k	q
3.	k	q	8.	k	q
4.	k	q	9.	k	q
5.	k	q	10.	k	q

Tape exercise 2.

1.	g	gh	6.	g	gh
2.	g	gh	7.	g	gh
3.	g	gh	8.	g	gh
4.	g	gh	9.	g	gh
5.	g	gh	10.	g	gh

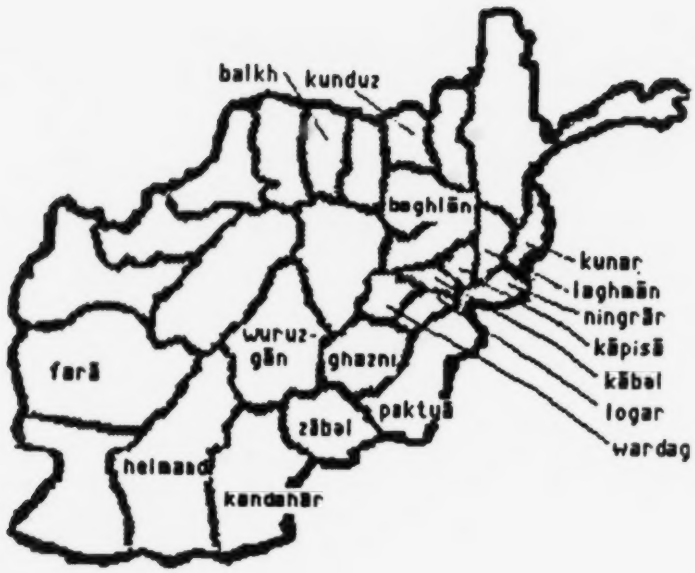
Tape exercise 3.

1.	kh	x	h	6.	kh	x	h
2.	kh	x	h	7.	kh	x	h
3.	kh	x	h	8.	kh	x	h
4.	kh	x	h	9.	kh	x	h
5.	kh	x	n	10.	kh	x	h

Tape exercise 4.

1.	r	d	6.	r	d
2.	r	d	7.	r	d
3.	r	d	8.	r	d
4.	r	d	9.	r	d
5.	r	d	10.	r	d

Exercise 5



helmand zābəl wuruzgān paktyā logar wardag kābəl ningrār kāpisā laghmān kunaṛ baghlān kunduz bəlkh

More Useful Phrases in Pashto

byā ye wəwāya.	Say it again.
lutfən wro wro ghəgega.	Please say it slowly.
_____ chera da?	Where is _____?
həm dəlta da.	He/she is right here.
həm əlta da.	He/she is right there.
dəlta nəsta.	He/she isn't here.
nāwakhta rāghay.	He/she is late.
wəbaxa.	Excuse me/I'm sorry
paxto	Pashto
lutfən ye pə paxto wəwāya.	Please say it in Pashto.
pə paxto xə nə puyegəm.	I don't speak Pashto very well.

ţep

awala hafta: mvqadıma

Unit 1: Introduction

dreyam dars: pə sınf ke

Lesson 3: In the Classroom

də səbaq hədəf

On completing this lesson, you will be able to:

- Recognize and pronounce all the sounds in Pashto.
- Understand and use several Pashto phrases relevant to classroom activities.

tıkrār

byā ye wawāya.
_____ chera da?
dalta nasta.
ham alta da.
ham dalta da.
lutfan.
lutfan wro wro ghagega.
lutfan ye pə angrezi wawāya.
lutfan ye pə paxto wawāya.
lutfan ye tarjuma ka.
na.
nāwakhta rāghay.
nə puyegam.
pə paxto xə nə puyegam.
salām.
po swe?
sayi da.
sayi nə da.
tashakur.
tsanga ye spıl kawe?
wo.
wəbaxa.

Unit 1, Lesson 3

The Transcription System (concluded): The Retroflex Consonants

retroflex consonant: a consonant pronounced by curling the tongue so that the tip touches the roof of the mouth farther back than in pronouncing non-retroflex consonants.

ṭ:

ṭa ṭā ṭe ṭi ṭɪ ṭo ṭu ṭu ṭə

laṭ moṭər ṭop paṭawəl ṭər

ḍ:

ḍa ḍā ḍe ḍi ḍɪ ḍo ḍu ḍu ḍə

ḍer ḍaze baḍa gwəḍ anḍiwāl

ṇ:

ṇa ṇā ṇe ṇi ṇɪ ṇo ṇu ṇu ṇə

kaṇa chuṇedəl luṇe taṇay zāṇe

ṛ:

ṛa ṛā ṛe ṛi ṛɪ ṛo ṛu ṛu ṛə

joṛ kaṛe wāṛə staṛay khobawaṛay

ṭep

Tape exercise 1.

1.	t	ṭ	11.	n	ṇ
2.	t	ṭ	12.	n	ṇ
3.	t	ṭ	13.	n	ṇ
4.	t	ṭ	14.	n	ṇ
5.	t	ṭ	15.	n	ṇ
6.	d	ḍ	16.	r	ṛ
7.	d	ḍ	17.	r	ṛ
8.	d	ḍ	18.	r	ṛ
9.	d	ḍ	19.	r	ṛ
10.	d	ḍ	20.	r	ṛ

Tape exercise 2.

1.	d	ḍ	r	ṛ	11.	d	ḍ	r	ṛ
2.	d	ḍ	r	ṛ	12.	d	ḍ	r	ṛ
3.	d	ḍ	r	ṛ	13.	d	ḍ	r	ṛ
4.	d	ḍ	r	ṛ	14.	d	ḍ	r	ṛ
5.	d	ḍ	r	ṛ	15.	d	ḍ	r	ṛ
6.	d	ḍ	r	ṛ	16.	d	ḍ	r	ṛ
7.	d	ḍ	r	ṛ	17.	d	ḍ	r	ṛ
8.	d	ḍ	r	ṛ	18.	d	ḍ	r	ṛ
9.	d	ḍ	r	ṛ	19.	d	ḍ	r	ṛ
10.	d	ḍ	r	ṛ	20.	d	ḍ	r	ṛ

Phrases for Classroom Use

de shuro wakht da.	It's time to start.
kitāb de khlās ka.	Open your book.
ghwag wanisa.	Listen.
tikrār ye ka.	Repeat it.
ṭep chālāna ka.	Play the tape.
ṭep wadarawa.	Stop the tape.
ṭep gwal ka.	Turn off the tape.
karār sa.	Be quiet.
kena.	Sit down.
wadarega.	Stand up/Stop moving.
lās de jag ka.	Raise your hand.
talafuz de sayi ka.	Correct your pronunciation.
giramar de sayi ka.	Correct your grammar.
kitāb de wataṛa.	Close your book.
de tafri wakht da?	Is it time for break?
de tafri wakht da.	It's time for break.
tafri waka.	Take a break.

ṭep

awala hafta: muqadima

Unit 1: Introduction

tsaloram dars: pə sinf ke

Lesson 4: In the Classroom

de sabaq hadaf

On completing this lesson, you will be able to:

- Ask for vocabulary items.
- Understand and use several expressions of use in the classroom.
- Locate cities and towns of importance in Afghanistan and the Pashto-speaking areas of Pakistan.

tikrār

de shuro wakht da.
de tafri wakht da.
de tafri wakht da?
ghwag wanisa.
giramar de sayi ka.
karār sa.
kena.
kitāb de khlās ka.
kitāb de wataṛa.

las de jag ka.
tafri waka.
talafuz de sayi ka.
ṭep chālāna ka.
ṭep gwal ka.
ṭep wadarawa.
tikrār.
wadarega.

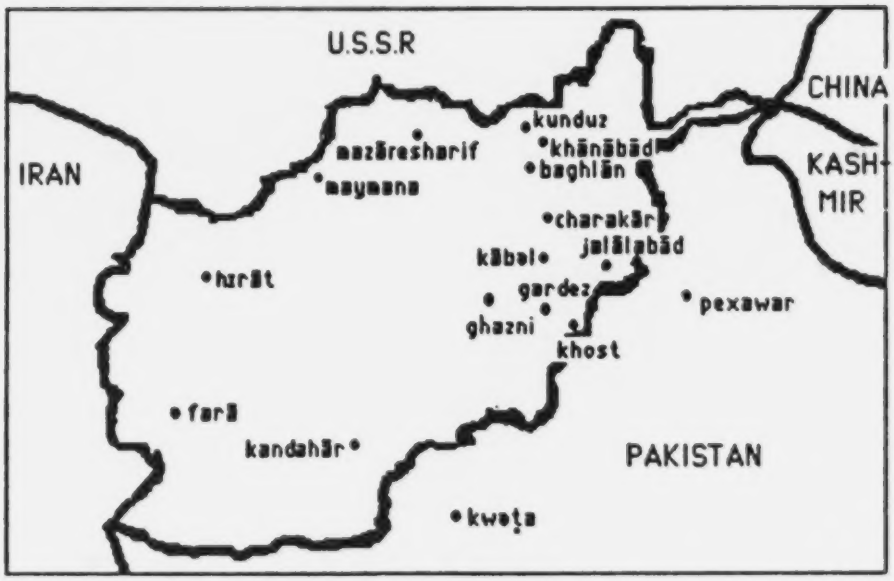
Pashtun-majority provinces in Afghanistan:

balkh	kābal	kunduz	paktyā
baghlān	kandahār	laghmān	wuruzgān
ghazni	kāpisā	logar	wardag
helmand	kunaṛ	ningrār	zābal

Major dialects of Pashto spoken in Afghanistan:

ningrār kandahār

The Transcription System (reviewed)



ṭep

Tape exercise 1.

Cities of importance to the Afghan resistance movement:

baghlān	ghazni	kābal	kwaṭa
charakār	hirat	khānābād	maimana
farā	jalālabād	khost	mazāresharif
gardez	kandahār	kunduz	pexawar

Unit 1, Lesson 4

Tape exercise 2.

1. _____ 9. _____
2. _____ 10. _____
3. _____ 11. _____
4. _____ 12. _____
5. _____ 13. _____
6. _____ 14. _____
7. _____ 15. _____
8. _____ 16. _____

Tape exercise 3.

1. _____ 9. _____
2. _____ 10. _____
3. _____ 11. _____
4. _____ 12. _____
5. _____ 13. _____
6. _____ 14. _____
7. _____ 15. _____
8. _____ 16. _____

dā tsə shay da? What's this?

_____ da. It's (a) _____.

kitāb	book	**pinsəl**	pencil
takhta	blackboard	**tawāshir**	chalk
kitābcha	notebook	**darwāza**	door
kaṛkay	window	**parda**	curtain, blind
dars	lesson	**ṭep**	tape recorder, cassette
mez	table	**barq**	light
qalam	pen	**tsawkay**	chair
naqsha	map		

xowunkay	teacher
zda kawunkay	(male) student
zda kɛwunke	(female) student
shāgard	student (Dari word)

Additional words for objects in your classroom:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

ṭep

Tape exercise 4.

Tape exercise 5.

More Commands for Classroom Use

darwāza wāza ka.	Open the door. (to one person)
darwāza wāza kay.	Open the door. (to more than one)
darwāza pore ka.	Close the door. (to one person)
darwāza pore kay.	Close the door. (to more than one)
kaṛkay wāza ka.	Open the window. (to one person)
karkay wāza kay.	Open the window. (to more than one)
kaṛkay pore ka.	Close the window. (to one person)
karkay pore kay.	Close the window. (to more than one)
parda porta ka.	Open the blinds. (to one person)
parda porta kay.	Open the blinds. (to more than one)
parda xkata ka.	Close the blinds. (to one person)
parda xkata kay.	Close the blinds. (to more than one)
barq raṇā ka.	Turn on the lights. (to one person)
barq raṇā kay.	Turn on the lights. (to more than one)
barq gwal ka.	Turn off the lights. (to one person)
barq gwal kay.	Turn off the lights. (to more than one)

ṭep

Commands Already Learned

To one person:	To more than one:
ʈep chālāna ka.	ʈep chālāna kay.
ʈep gwal ka.	ʈep gwal kay.
tafri waka.	tafri wakay.
talafuz de sayi ka.	talafuz mo sayi kay.
gıramar de sayi ka.	gıramar mo sayi kay.
kitāb de khlās ka.	kitābuna mo khlās kay.
lās de jag ka.	lāsuna mo jag kay.
karār sa.	karār say.
ghwag wanisa.	ghwag wanisay.
kena.	kenay.
wadarega.	wadaregay.
byā ye wawāya.	byā ye wawāyay.
ʈep wadarawa.	ʈep wadaraway.
kitāb de wataṛa.	kitābuna mo wataṛay.
wabaxa.	wabaxay.

ʈep

awala hafta: muqadima

Unit 1: Introduction

pindzam dars: tikrār

Lesson 5: Review

de sabaq hadaf

On completing this lesson, you will be able to:

- pronounce Pashto.
- use the transcription system used in these materials.
- give the geographical position of the Pashto-speaking area.
- give the names and locations of Pashtun-majority provinces and cities in Afghanistan and Pakistan.
- understand and say useful phrases in Pashto.
- understand and give classroom vocabulary and commands.

tikrār

Review questions on Afghanistan and Pashto:

1. Where is Pashto spoken?
2. Who speaks Pashto?
3. What are the major dialects of Pashto spoken in Afghanistan?
4. Which dialect is taught in these materials?
5. Which dialect(s) do your teachers speak?
6. Which of the provinces of Afghanistan are Pashtun-majority?
7. Where are these provinces?
8. What are the names of the most important cities and towns in Afghanistan?
9. Where are they?
10. What are the names of the two cities in Pakistan that are important to the Afghan resistance movement?
11. Where are they?

Review questions on Pashto pronunciation:

1. How many sounds (letters in the transcription system) are there in Pashto?
2. How many vowels are there in Pashto?
3. How many consonants are there in Pashto?
4. Which Pashto sounds do not exist in English?
5. Which Pashto sounds are retroflex sounds? Why are they called retroflexes?

Unit 1, Lesson 5

Exercise 1.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Exercise 2.

Province names:

Transcription:	Other spellings:
farā	_____
helmand	_____
kandahār	_____
wuruzgān	_____
zābal	_____
ghazni	_____
paktyā	_____
wardag	_____
logar	_____
kābal	_____
kāpisā	_____

Unit 1, Lesson 5

ningrār _____

laghmān _____

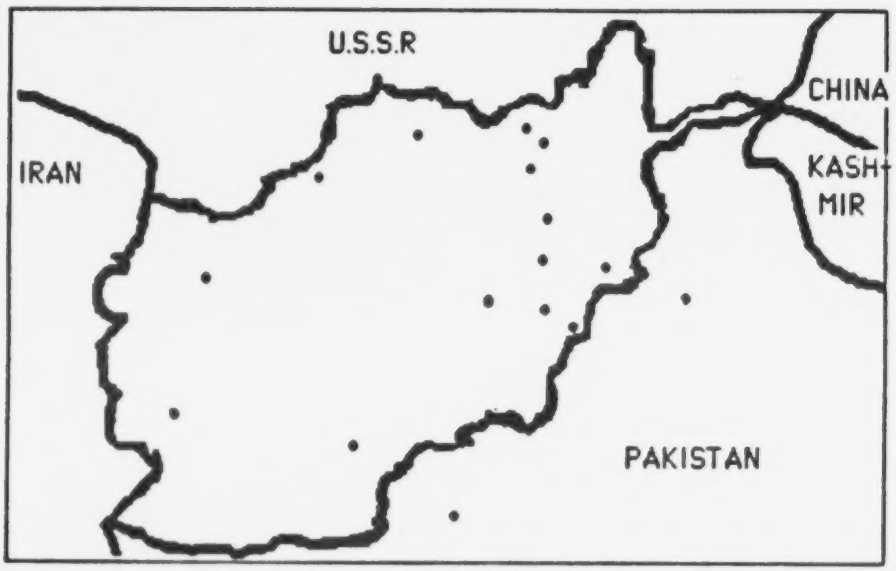
kunaṛ _____

baghlān _____

kunduz _____

balkh _____

Exercise 3.



City names:
Transcription: Other spellings:

mazāresharif _____

maymana _____

hirāt _____

farā _____

kandahār _____

ghazni _____

khost _____

gardez _____

kābəl _____

jalālabād _____

charakār _____

Unit 1, Lesson 5

baghlān _____

khānābād _____

kunduz _____

pexawar _____

kwaṭa _____

doyəma hafta: roghbaṛ

Unit 2: Greetings

awal dars: de nārina wo roghbaṛ

Lesson 1: Greetings Among Men

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Participate in casual greeting sequences with men in Pashto.
- Ask and answer simple questions about yourself.

tikrār

salām tashakur lutfan wəbaxa

de xār pə kutsə ke
On a City Street

Amān: **əsəlāmālaykum.**
Hello.

Asəd: **wālaykum. stəṛəy mə se.**
Hello to you. May you not be tired.

Aman: **khwār mə se.**
May you not be miserable.

Together: **tsənga ye?**
How are you?

pə khayr ye?
Are you all right?

sihat de xə də?
Is your health good?

khayriat də?
Is everything all right?

tashakur.
Thank you.

joṛ ye?
Are you healthy?

xə joṛ ye?
Are you completely well?

bikhi xə ye?
Are you completely well?

merabāni.
It is kind of you.

- - - - - - - - - - - - - - - - - -

Amān: **khwdāy pāmān.**
Goodbye.

Asəd: **pə məkha de xə.**
Good fortune on your way.

ţep

rewāne khabare

Tape exercise 1.

joṛ	khayriat	khayr	bikhi
khwār	pə	xə	khwdāy
məkha	xə	stəṛay	tsənga

Tape exercise 2.

stəṛay mə se.
bikhi xə ye?
khayriat də?
sihat de xə də?
khwār mə se.
tsənga ye?

joṛ ye?
pə khayr ye?
xə joṛ ye?
khwdāy pāmān.
pə məkha de xə.

Tape exercise 3.

Tape exercise 4.

de jumle joṛəxt

(you)	joṛ healthy bikhi xə completely well xə joṛ well, healthy	ye? are?

joṛ ye?	Are you healthy?
bikhi xə ye?	Are you completely well?
xə joṛ ye?	Are you completely well?

koshish wəkəy

Exercise 1.

joṛ = healthy	təgay = thirsty	xə = well
stəṛay = tired	khwār = miserable	wəgay = hungry
jəg = tall	zṛawar = brave	nāst = sitting
widə = asleep	khapa = unhappy	xāysta = handsome

Exercise 2.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

khobare otare

1. Students divide into pairs and practice the basic dialogue with each other until it can be done from memory. Students perform the dialogue for classmates.

2. Students divide into other pairs and work up a greeting appropriate for mornings when the class first assembles.

3. Students divide into other pairs and work up a greeting appropriate for a year after they have graduated.

4. Students divide into other pairs and practice a "conversation" with greetings, some questions and answers (e.g. **tagoy ye? no. zṛowor ye? wo.**, etc.) and the "goodbye" phrases. They perform their conversation for the others.

doyəma hafta: roghbaṛ

Unit 2: Greetings

doyam dars: lə xədzo sarā roghbaṛ

Lesson 2: Greeting Women

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Greet women in Pashto.
- Recognize some of the phrases Pashtun women use in greeting one another.
- Recognize some of the differences in Pashto between speaking to and about men and women.

tikrār

1. staṛay ma se.
   khwār ma se.
   asalāmāykum.
   wāleykum.
   khwdāy pāmān.
   pa makha de xa.

   tsanga ye?
   joṛ ye?
   xa joṛ ye?
   bikhi xa ye?
   pa khayr ye?

   sihat de xa da?
   khayriat da?

2. merabāni.
   tashakur.

tagay	joṛ	xa	staṛay
wagay	zṛawar	wida	xāysta
khwār	jag	nāst	khapa

Unit 2, Lesson 2

de xār pə kutsə ke - de xədzo roghbaṭ

On a City Street - Greetings Among Women

Laylō: **asalamālaykum.**
Hello.

Rābyō: **walaykum. staṛe mə se.**
Hello to you. May you not be tired.

Laylō: **khwāra mə se.**
May you not be miserable.

Together: **joṛa ye?**
Are you healthy?

xə joṛa ye?
Are you completely well?

bikhi xə ye?
Are you completely well?

merabāni.
It is kind of you.

pə khayra ye?
Are you all right?

sihat de xə də?
Is your health good?

khayriat də?
Is everything all right?

teshakur.
Thank you.

Laylō: **khwdāy pāmān.**
Goodbye.

Rābyō: **pə məkha de xə.**
Good fortune on your way.

ṭep

rewāne khabare

Tape exercise 1.

asalamālaykum.	tashakur	walaykum	khayriat
bikhi	khwdāy pāmān	khwāra	pa khayr
joṛa	sihat	merabāni	

Tape exercise 2.

staṛe ma se.	xa joṛa ye?	xa ye?
pa makha de xa.	khwāra ma se.	tashakur.

Tape exercise 3.

joṛ - joṛa	staṛay - staṛe
xa - xa	khwār - khwāra

Tape exercise 4.

khwdāy....	khwāra....	staṛe
khwār....	pa maxa....	xa....
bikhi xa....	staṛay....	tsanga....

Tape exercise 5.

khwdāy pāmān.
asalāmālaykum.
staṛe ma se.
staṛay ma se.

de jumle joṛəxt

To a man:	*To a woman:*
stəṛəy mə se. tired	**stəṛe mə se.** tired
khwār mə se. miserable	**khwāra mə se.** miserable
joṛ ye? healthy	**joṛa ye?** healthy
xə ye? well	**xa ye?** well

stəṛəy mə se. May you not be tired. (To a man)
stəṛe mə se. May you not be tired. (To a woman)

khwār mə se. May you not be miserable. (To a man)
khwāra mə se. May you not be miserable. (To a woman)

joṛ ye? Are you healthy? (To a man)
joṛa ye? Are you healthy? (To a woman)

xə ye? Are you well? (To a man)
xa ye? Are you well? (To a woman)

koshish wakay

Exercise 1.

Masculine	Feminine
khwār	khwāra
joṛ	joṛa
nāst	nāsta
jag	jaga
zṛawar	zṛawara
xa	xa
wida	wida
xāysta	xāysta (same)
khapa	khapa (same)
wagay	wage
tagay	tage
staṛay	staṛe

khabare atare

1. Students practice the greeting sequence with one another. If there are no women in the class, perhaps some of the students will roleplay as Rābyā or Laylā, to provide practice in using feminine forms.

2. Students ask one another questions, answering with **wo** or **na**. Students should use all the vocabulary they know, and ask the teacher to supply them with new words which seem desirable.

3. Students practice carrying on complete conversations with one another, including the greetings, a few questions and answers (e.g. **jag ye? na. wage ye? wo.**), and the "goodbye" phrases. Students volunteer to perform conversations they have practiced.

4. Two at a time, or with the teacher, students engage in complete conversations.

doyəma hafta: roghbaṛ

Unit 2: Greetings

dreyam dars: telefun

Lesson 3: The Telephone

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Start and finish conversations on the phone.
- Leave simple phone messages.
- Make statements about people you are talking to.

tikrār

1.	joṛ/joṛa	tagəy/tage	wagəy/wage
	khwār/khwāra	zṛəwar/zṛəwara	jag/jaga
	xə/xa	nāst/nāsta	staṛəy/staṛe
	xāysta	khapa	wida/wida
2.	nāst ye?	staṛəy ye?	wage ye?

Unit 2, Lesson 3

asad amān ta telefun kawi

Asad telephones Amān

Rābyā (answering phone): **bale!**
Hello!

Asad: **amān sta?**
Is Aman there?

Rābyā: **wo! sta. yawa daqiqa.**
Yes, he's here. One moment.

Amān: **salām.**

Asad: **salām.**

Together: **joṛ?**
pa khayr?
khayriat?
sihat de xa da?
bikhi xa ye?
kor ke karāri da?
Is everything all right at home?
wāṛa xa di?
Are the children all right?
merabāni.
tashakur, etc.

Amān: **nawe zaṛe?**
What's new?

- - - - - - - - - - - - - - - - - -

Asad: **khwdāy pāmān.**

Amān: **khwdāy pāmān.**

ţep

amān nəsta

Aman Isn't There

Rābyā: **bale!**

Asad: **amān sta?**

Rābyā: **na, nəsta. tə tsok ye?**
No, he isn't here. Who are you?

Asad: **zə asad yəm.**
I'm Asad.

Rābyā: **zə ba byā war ta wawāyem tse tā telefun kaṛay wə.**
I'll tell him that you called.

Asad: **tashakur. khwdāy pāmān.**

Rābyā: **khwdāy pāmān.**

ţep

amān lā ham nasta

Aman Still Isn't There

Rābyā: **bale!**

Asad: **amān sta?**

Rābyā: **na, nasta.**

Asad: **lutfan, byā war ta wawāya tse asad telefun kaṛay wa.**
Please, tell him Asad called.

Rābyā: **pa stargo.**
Sure.

Asad: **khwdāy pāmān.**

Rābyā: **khwdāy pāmān.**

ṭep

rawāne khabare

Tape exercise 1.

kor ke karāṛi da?	amān sta?
wāṛa xa di?	asad sta?
bale	yawa daqiqa
nawe zaṛe?	nasta
za asad yam.	kaṛay
ta tsok ye?	telefun
pa stargo	lutfan

byā war ta wawāya tse asad telefun kaṛay wa.
za ba byā war ta wawāyem tse tā telefun kaṛay wa.

Tape exercise 2.

_____ sta?
amān
asad
patang
ahmad
rābyā
laylā

Tape exercise 3.

_____ nəsta.

amān
asad
rābyā
laylā
ahmad
patang
khushāl

Tape exercise 4.

byā wər ta wawāya tse _____ telefun kaṛay wa.

patang
amān
rābyā
laylā
ahmad
asad
khushāl

de jumle joṛəxt

Question:	Statement:
stəṛəy ye? tired are?	**stəṛəy ye.** tired are
təgəy ye? thirsty are?	**təgəy ye.** thirsty are
khəpə ye? unhappy are?	**khəpə ye.** unhappy are

stəṛəy ye?	Are you thirsty?
stəṛəy ye.	You are thirsty.
təgəy ye?	Are you thirsty?
təgəy ye.	You are thirsty.
khəpə ye?	Are you unhappy?
khəpə ye.	You are unhappy.

koshish wakay

Exercise 1.

_____ **ye.** _____ **ye?**

Exercise 2.

_____ **ye?** **wo/na.**

xabare atare

1. Students divide into pairs. They practice a phone conversation for presentation to the class, including initial greetings, some substantive conversation (limited to questions with **ye** and yes or no answers) and good-bye phrases. After practice, students perform their conversations.

2. Students make phone calls in Pashto to one another for a variety of purposes: asking for a third person who isn't there, asking for a third person who is there and then continuing the conversation with that person, etc.

doyəma hafta: roghbaṛ

Unit 1: Greetings

tsaloram dars: de chā kara tləl

Lesson 4: Going to Someone's House

de səbaq hədaf

Upon completing this lesson, you will be able to:

- Participate in the greetings associated with starting a visit to a Pashtun home.
- Ask and answer questions about other people.

tıkrār

1. staṛəy ye? wəge ye? wida ye?
   staṛəy ye. wəge ye. wida ye.

2. staṛəy ye./ staṛe ye. wagəy ye./wəge ye.

asad de amān kara dzi
Asad Visits Aman's House (Part 1)

Asad: **asalāmālaykum.**

Amān: **wālaykum. arkala rāse.**
May you visit always.

Asad: **arkala wose.**
May you be here always.

Together: **joṛ...?**

khayriat ...?

pa kor ke khayriat da?
Is everything all right at home?

tashakur.

merabāni....

pa khayr...?

pa dzān joṛ ye?
Is your self healthy?

wāṛa de xa di?
Are your children well?

tāse ta khayriat da?
Is everything all right with you-all?

Amān: **rādza merabāni waka.**
Come in, please.

Asad: **ta wṛānde sa.**
You first.

Amān: **rādza tsok nasta. dālta bar kena.**
Come, there isn't anyone. Sit down up there.

Asad: **hamdā dzāy xa da.**
This place is all right.

Amān: **zorawara! bar kena.**
Stubborn! Sit there.

ţep

asad de amān kara dzi

Asad Visits Amān's House, Part 2

Amān: **xa, pa khayr rā warasede?**
Well, did you have a safe trip?

Asad: **salāmat wase.**
May you be healthy.

Amān: **kor kali ke karāri wa?**
Was everything all right at home?

Asad: **de khwdāy fazal da.**
The mercy of God is upon us.

Amān: **wāṛa de xa di?**
Are your children all right?

Asad: **tashakur.**
Thank you.

- - - - - - - - - - - - - - - - - -

Unit 2, Lesson 4

Asad: **khwdāy pāmān.**

Amān: **pə məkha de xə.**

Asad: **lə tā sərə.**
You, too.

Amān: **salām wāya.**
Say hello for me.

Asad: **pə stargo.**

ṭep

rewāne khabare

Tape exercise 1.

arkala	rase	wose	pa dzān
wāṛa	pa kor ke	rādza	waka
wṛānde	dālta	kena	hamdā
zorawara	zorawāre	wāṛa	salāmat
rā warasede	kor kali ke	karāri	fazal
salāmata			

Tape exercise 2.

arkala rāse.	arkala wose.
pa dzān jor ye?	pa kor ke khayriat da?
wāṛa de xa di?	rādza merabāni waka.
ta wṛande sa.	rādza tsok nasta.
tāse ta khayriat da?	dālta bar kena.
hamdā dzāy xa da.	de khwdāy fazal da.
salāmat wose.	salām wāya.
de khwdāy fazal da.	pa khayr rā warasede

Tape exercise 3

Tape exercise 4

Tape exercise 5

Tape exercise 6

de jumle joṛəxt

...ye	...da
khapa ye. (you) unhappy are	**khapa da.** (he) unhappy is
wagay ye. (you) hungry are	**wagay da.** (he) hungry is
khapa ye? (you) unhappy are?	**khapa da?** (he) unhappy is?
wagay ye? (you) hungry are?	**wagay da?** (he) hungry is?

khapa ye.	You are unhappy.	**khapa da.**	He is unhappy.
wagay ye.	You are hungry.	**wagay da.**	He is hungry.
khapa ye?	Are you unhappy?	**khapa da?**	Is he unhappy?
wagay ye?	Are you hungry?	**wagay da?**	Is he hungry?

Masculine:	Feminine:
joŋ ye. healthy(m) are.	joŋa ye. healthy(f) are.
joŋ ye? healthy(m) are?	joŋa ye? healthy(f) are?
joŋ da. healthy(m) is.	joŋa da. healthy(f) is.
joŋ da? healthy(m) is.	joŋa da? healthy(f) is?

joŋ ye.	You (m) are healthy.	joŋa ye.	You (f) are healthy.
joŋ ye?	Are you (m) healthy?	joŋa ye?	Are you (f) healthy?
joŋ da.	He is healthy.	joŋa da.	She is healthy.
joŋ da?	Is he healthy?	joŋa da?	Is she healthy?

....da	Amān ..... da
joŋ da. (he) healthy is	Amān joŋ da Amān healthy is
təgəy da. (he) thirsty is	Amān təgəy da. Amān thirsty is
joŋa da. (she) healthy is	Rābyā joŋa da. Rābyā healthy is
təge da. (she) thirsty is	Rābyā təge da. Rābyā thirsty is

joŋ da.	He is healthy.	təgəy da.	He is thirsty.
amān joŋ da.	Amān is healthy.	amān təgəy da.	Amān is thirsty.
joŋa da.	She is healthy.	təge da.	She is thirsty.
rābyā joŋa da.	Rābyā is healthy.	rābyā təge da.	Rābyā is thirsty.

koshish wakay

ahmaq (m), **ahmaqa** (f) = stupid
sāda (m & f) = naive, simple-minded (said of rural folks)
laṛ (m), **laṛa** = lazy
lewanay (m), **lewanay** (f) = crazy
mast (m), **masta** (f) = intoxicated (politely)
nesha (m & f) = drunk (very)
khobawaṛay (m), **khobawaṛey** (f) = sleepy
badranga (m & f) = ugly
nājoṛa (m & f) = sick

xabare atare

Students work in pairs, and role-play a visit to the home of a Pashtun, with initial greeting at the door, preliminary polite conversation after they are seated, a brief conversation (all you can do at this point is ask questions with **ye** and **da**, with **wo** or **na** answers), and leave-taking. Students should use all the Pashto learned so far.

doyama hafta: roghbaṛ

Unit 2: Greetings

pindzam dars: tıkrār

Lesson 5: Review

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Understand and use phrases used in greetings, telephone conversations, and visits to a Pashtun's house.
- Address sentences to men.
- Address sentences to women.

Unit 2, Lesson 5

tikrār

Exercise 1.

ahmaq	lutfan	staṛay
badranga	merabāni	tashakur
bale	mast	tagay
joṛ	na	wida
jag	nājoṛa	wagay
khapa	nāst	wo
khobawaṛay	nesha	xa
khwār	nasta	xāysta
laṭ	sāda	xa
lewanāy	sta	zorawara
		zṛawar

Exercise 2.

arkala rāse.	pa khayr ye?
arkala wose.	pa kor ke khayriat da?
asalāmālaykum.	pa makha de xa.
bikhi xa ye?	pa stargo.
dālta bar kena.	rādza merabāni waka.
de khwdāy fazal da.	rādza tsok nasta.
hamda dzāy xa da.	salām wāya.
khayriat da?	salāmat wose.
khwār ma se.	sihat de xa da?
khwdāy pāmān.	staṛay ma se.
kor ke karāri dā?	ta tsok ye?
kor kali ke karāri wa?	ta wṛānde sa.
la tā sara.	wālaykum.
nawe zaṛe?	wāṛa de xa di?
pa dzān joṛ ye?	xa joṛ ye?
pa khayr rā warasede?	yawa daqiqa.
pa khayr raghle.	za _____ yam.

Exercise 3.

1. ərkələ wose.
2. həmdə dzəy xə də.
3. joṛə ye?
4. byə wər tə wəwəya tse əsəd telefun kəṛəy wə.
5. khəyriət də?
6. khwəra mə se.
7. khwdəy pəmən.
8. pə khəyr rəghle.
9. rədzə mərəbəni wəkə.
10. kor ke kərəri də?
11. tə tsok ye?
12. rədzə. tsok nəstə.
13. stəṛe mə se.
14. yəwə dəqiqə.
15. zoraware!
16. pə məkhə de xə.
17. zə bə byə wər tə wəwəyem tse tə telefun kəroy wə.
18. byə wər tə wəwəya tse əhməd rəghəloy wə.
19. ərkələ rəse.
20. bəle.

Exercise 4

a. A telephones B's house; B answers the phone. They greet each other, ask questions about C, then say goodbye.

b. A hasn't seen B for a long time. He sees him coming out of his office. They greet each other.

c. A stops by B's house on his way home to give B a message. B's wife answers the door and says B isn't home. A thanks her and says goodbye.

d. A (m) sees B (f) on her way to the market in the city. They greet each other.

e. A telephones B's house; B's wife answers the phone. B isn't there; A tells B's wife who he is, and she says she will tell B that A called.

f. A goes to visit B. A is invited in; A and B sit down and have a short conversation. Then A says goodbye and leaves.

g. A and B, who work together in the same office, greet each other one morning.

h. A is B's wife's brother. He calls B. B's wife answers the phone. A and his sister greet each other. A asks for B. B isn't home. B's wife tells A she will tell B he called.

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

awal dars: de dzān pə bāra ke ghagedəl

Lesson 1: Talking about Yourself

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Answer questions about yourself that a Pashtun is likely to ask.
- Understand and say the numbers from 1 to 10.
- Say something about yourself.

tikrār

1. Greetings

2. _____ ye./ _____ ye?
   _____ da./ _____ da?

nəwi loghāt

əmrikā	America
de	of
de	your
dzāy	place
kum	which
me	my
spāyi	soldier
tənkhā	salary
tsə	what
tso	how much

yəw, yəwə	one
dwə	two
dre	three
tsəlor	four
pindzə	five
shpəg	six
wə	seven
ətə	eight
nəhə	nine
ləs	ten

najib lə səm sərə pə sərwes ke məkhāməkh kegi

Najib Meets Sam on a Bus

Najib: **salām.**

Sam: **salām.**

Najib: **de kum dzāy ye?**

Sam: **de amrikā yəm.**

Najib: **afghanistān ta tsə wakht rāghalay ye?**
When did you come to Afghanistan?

Sam: **dre myāste kegi.**
Three months ago.

Najib: **dəlta tsə kār kawe?**
What work do you do here?

Sam: **spāyi yəm.**

Najib: **tankhā de tso da?**

Sam: **(tankhā me) de myāste nizde dwa zərə awghānay (da).**
(My salary) (is) about two thousand afghanis a month.

ţep

Unit 3, Lesson 1

rawāne khabare

Tape exercise 1.

afghanistān
amrikā
kum dzāy
de kum dzāy
spāyi
de kum dzāy ye?
de amrikā yam.
afghanistān ta tsa wakht rāghalay ye?
dre myāste kegi.
dalta tsa kār kawe?
spāyi yam.
tankhā de tso da?
de myāste
de myāste nizde dwa zara awghānay.

tankhā
tankhā me
tankhā de
spāyi yam.

Tape exercise 2.

yaw	shpag
dwa	wa
dre	ata
tsalor	naha
pindza	las

Tape exercise 3.

First row:	Second row:	Third row:	Fourth row:	Fifth row:
2	9	3	6	4
4	1	9	8	1
10	5	5	4	7
7	6	7	3	5
3	8	1	10	6

Tape exercise 4.

de myāste nizde _____ zəra awghānəy.

Tape exercise 5.

_____ myāste kegi.

Tape exercise 6.

de _____ yəm.

de jumle joṛəxt

... yəm	... ye	...da
asad yəm. (I) Asad am.	asad ye. (you) Asad are.	asad da. (he) Asad is.
rābyā yəm. (I) Rābyā am.	rābyā ye. (you) Rābyā are.	rābyā da. (she) Rābyā is.
spāyi yəm. (I) soldier am.	spāyi ye. (you) soldier are.	spāyi da. (he) soldier is.

asad yəm.	I am Asad.
asad ye.	You are Asad.
asad da.	He is Asad.
rābyā yəm.	I am Rābyā.
rābyā ye.	You are Rābyā.
rābyā da.	She is Rābyā.
spāyi yəm.	I am a soldier.
spāyi ye.	You are a soldier.
spāyi da.	He is a soldier.

Note: The Pashto sentences do not have expressed subjects.

Subjects	Complements	Copulas
(not expressed)	Adjectives: **təgay** **joṛ**	**yəm** **ye** **da**
	Nouns: **spāyi** **tsok** **asad**	
	Prepositional phrases: **de kum dzāy** **de amrikā**	

təgay yəm.	**joṛ yəm.**
təgay ye.	**joṛ ye.**
təgay da.	**joṛ da.**

spāyi yəm.	**tsok yəm?**	**asad yəm.**
spāyi ye.	**tsok ye?**	**asad ye.**
spāyi da.	**tsok da?**	**asad da.**

de kum dzāy ye?	**de amrikā ye.**
de kum dzāy da?	**de amrikā da.**

Subjects	Complements	Copulas
najib amān asad	Adjectives: təgay joṛ Nouns: spāyi Prepositional phrases: de kum dzāy de amrikā	da

najib joṛ da.	Najib is healthy.
amān təgay da.	Amān is thirsty.
asad spāyi da.	Asad is a soldier.
najib de kum dzāy da?	Where is Najib from?
amān de amrikā da.	Amān is from America.

koshish wakay

najib spāyi da.
rābyā wuxyāra da.
amān de kum dzāy da?
tankhā me de myāste nizde dwa zara awghānay da.
tsanga ye?
sihat de xa da?
ta tsok ye?
za najib yam.
hamdā dzāy xa da.

khabare atare

1. Pairs of students work up a complete conversation about a third person (Where is he from? When did he come to DLI? What's his salary? Is he tired, thirsty, intelligent, etc.?). Include greetings and goodbye phrases in the conversations. Students perform their conversations for the rest of the class.

2. Student A role plays a Pashtun and answers questions from Student B as to what city or town he is from, what his job is, and how much money he makes.

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

doyam dars: de khpəle koranəy pə bāra ke ghagedəl

Lesson 2: Talking about Your Family

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Answer questions about your family, i.e. your children.
- Say things about other persons and groups of people.

tikrār

1. 1 2 3 4 5 6 7 8 9 10 — 10 9 8 7 6 5 4 3 2 1
   2 4 6 8 10 — 1 3 5 7 9

2. _____ **yəm/** _____ **yəm?**
   _____ **ye/** _____ **ye?**
   _____ **da/** _____ **da?**

nəwi loghāt

əw	and
chera	where
di	(they) are
kə	or
kalan	years-old
kalana	years-old
luṇe	daughters
lur	daughter
wāṛə	children (literally "smalls")
zāmən	sons
zoy	son

najib aw sam khpalo khabaro ta dawām warkawi
Najib and Sam Continue Their Conversation

Najib: **wāṛa lare?**
Do you have children?

Sam: **wo, laram ye.**
I have.

Najib: **zāman di ka luṇe?**

Sam: **yaw zoy da, dwa luṇe di.**

ta tsanga, wāṛa lare?
How about you?

Najib: **wo, laram ye.**

Sam: **luṇe di ka zāman?**

Najib: **khwdāy de ye lari, yawa lur da, dre zāman di.**
May God keep them alive.

wāṛa de chera di?

Sam: **amrikā ke di.**
In America.

Najib: **de amrikāyāno luṇe xe-esi ka zāman?**
Do Americans prefer daughters or sons?

Sam: **dwāṛa.**
Both.

tāse tsanga, luṇe mo xe-esi ka zāman?
What about you-all? Do you prefer daughters or sons?

Najib: **zāman. wāṛa de tso kalan di?**
How old are your children?

Sam: **zoy me dre kolan do.**

yowo lur me shpog kolano do ow yowo noho kolano (do).
One of my daughters

ţep

rawāne khabare

Tape exercise 1.

wāṛə
wāṛə lare?
lerəm ye
zoy
zāmən
zāmən di?
lur
luṇe
zāmən di ka luṇe?
yaw zoy da.
dwa luṇe di.
yaw zoy da, dwa luṇe di.
tə tsanga?
tə tsanga, wāṛə lare?

khwdāy de ye leri
yawa lur da.
dre zāmən di.
yawa lur da, dre zāmən di.
chera
wāṛə de chera di?
amrikā ke
amrikā ke di.
dwaṛa
tāse tsanga?
wāṛə de tso kalən di?
zoy me dre kalən da.
yawa naha kalana da.

de amrikāyāno luṇe xe-esi ka zāmən?
yawa lur me shpag kalana da.
tāse tsanga, luṇe mo xe-esi ka zāmən?
yawa lur me shpag kalana da aw yawa naha kalana.

Tape exercise 2.

Tape exercise 3.

zoy me _____ kalan da.
lur me _____ kalana da.
zoy me _____ kalan da aw lur me _____ kalana da.

Tape exercise 4.

de jumle joṛəxt

Singular:	Plural
lur me da. (she) daughter my is.	**luṇe me di.** (they) daughters my are.
zoy me da. (he) son my is.	**zāmən me di.** (they) sons my are.
spāyi da. (he) soldier is.	**spāyān di.** (they) soldiers are.

lur me da.	She is my daughter.
luṇe me di.	They are my daughters.
zoy me da.	He is my son.
zāmən me di.	They are my sons.
spāyi da.	He is a soldier.
spāyān di.	They are soldiers.

koshish wakay

Exercise 1.

Singular:	Plural:
kitāb	kitābuna
qalam	qalamuna
mez	mezuna
pinsal	pinsaluna
takhta	takhte
tawāshir	tawāshir
kaṛkay	kaṛkay
tsawkay	tsawkay

Exercise 2.

Singular:	Plural:	
paxtun	paxtāna	Pashtun
paxtana	paxtane	Pashtana
amrikāyi, m	amrikāyān	American (m)
amrikāyi, f	amrikāyāne	American (f)
xowunkay	xowunki	
zda kawunkay	zda kawunki	
zda kawunke	zda kawunke	
spāyi	spāyān	

khabare atare

1. Each student assumes a Pashtun identity, gives him or herself a name, an occupation, and some children. In pairs, students question each other, getting information about the Pashtun identity. Here are some Pashtun occupations besides **spāyi**:

bazgar	**bazgarān**	farmer
māmur	**māmurān**	official (usually with government)
dukāndār	**dukāndārān**	shopkeeper
shpon	**shpāna**	shepherd

2. In pairs, students work up conversations, including greetings, questions about a third person and his family, and goodbye phrases.

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

dreyam dars: de mujāhidino lidəl

Lesson 3: Meeting Some Mujaheddin

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Talk to groups of people.
- Talk about groups of people and things, using masculine and feminine nouns.
- Understand the mujaheddin better.

tikrār

1. ____ yəm./ ____ yəm?
   ____ ye./ ____ ye?

2. kitab/kitabuna
   takhta/takhte
   tawāshir/tawāshir
   paxtun/paxtana
   paxtana/paxtane
   amrikāyi, amrikāyān
   xowunkay/xowunki

nəwi loghāt

jəbhe	front, area of operations
mashhur	famous
mawlawi	clerical title, used with last names
mujāhid	mujaheddin, Afghan freedom fighter
mujāhidin	mujaheddin, Afghan freedom fighters
qumandān	commandant
tanzim	organization, party
tə	you
xaghalay	title parallel to "mister," used with last names
yāstəy	(you-all) are
yu	(we) are
zə	I

sam la mujāhidino sara gori

Sam Meets Some Mujaheddin

Sam: **salām.**

Pashtun: **wālaykum.**

Sam: **moṭar ta walāṛ yāstay?**
Are you all waiting for a bus?

Pashtun: **wo. ta ham ghwaṛe moṭar ke lāṛse?**
Do you want to go by car, too?

Sam: **wo. de kum dzāy yāstay?**

Pashtun: **de khost yu. ta de kum dzāy ye?**

Sam: **za de amrikā yam. chera dzay?**
Where are you going?

Pashtun: **khpale jabhe ta dzu.**
We're going to our front.

Sam: **mujāhidin yāstay?**

Pashtun: **wo! mujāhidin yu.**

Sam: **de kum tanzim yāstay?**

Pashtun: **de mawlawi khālis de tanzim yu.**
We are from the party of Mawlawi Khālis.

day de kābal mashhur qumandān abdalhaq da.
This is the famous commandant from Kabul, Abdal-Haq.

Sam: **xo! day xāghalay abdalhaq da.**

xa swal tse wume lide.
It's nice to meet you.

Abdal-Haq: **merabāni.**

ṭep

rawāne khabare

Tape exercise 1.

yāstay	chera zay?
yu	xa swal tse wume lide.
tanzim	de kum dzāy yāstay?
mashhur	mujāhidin yāstay?
qumandān	mujāhidin yu.
xaghaley	de kum tanzim yāstay?
mujāhid	de kum dzāy ye?
mujāhidin	ta de kum dzāy ye?
moṭar	
moṭar ta walāṛ yāstay?	
ta ham ghwaṛe moṭar ke lāṛse?	
khpale jabhe ta dzu.	
de mawlawi khālis de tanzim yu.	
day de kābal mashhur qumandān abdalhaq da.	

Tape exercise 2.

_____ yōstəy?

Tape exercise 3.

de _____ yəm. _____ yəm.

Tape exercise 4.

de _____ də. _____ də.

Tape exercise 5.

de _____ yu. _____ yu.

de jumle joṛəxt

MASCULINE NOUNS	
Singular	Plural
paxtun da. (he) Pashtun is. **kitāb da.** (it) book is.	**paxtāna di.** (they) Pashtuns are. **kitābuna di.** (they) books are.
FEMININE NOUNS	
Singular	Plural
paxtana da. (she) Pashtana is. **kitābcha da.** (it) notebook is.	**paxtane di.** (they) Pashtanas are. **kitābche di.** (they) notebooks are.

paxtun da.	He's a Pashtun.
paxtāna di.	They're Pashtuns.
kitāb da.	It's a book.
kitābuna di.	They're books.
paxtana da.	She's a Pashtana.
paxtane di.	They're Pashtanas.
kitābcha da.	It's a notebook.
kitābche di.	They're notebooks.

Masculine Animate	
Singular	Plural
māmur yəm. (I) official am.	**māmurān yu.** (we) officials are.
dukāndār ye. (you) shopkeeper are.	**dukāndarān yāstəy.** (you-all) shopkeepers are.
shāgərd də. (he) student is.	**shāgərdān di.** (they) students are.

māmur yəm.	I'm a shopkeeper.
māmurān yu.	We're shopkeepers.
dukāndār ye.	You're a shopkeeper.
dukāndārān yāstəy.	You-all are shopkeepers.
shāgərd də.	He's a student.
shāgərdān di.	They're students.

koshish wakəy

Exercise 1.

Singular and plural forms of nouns from this and previous lessons:
Masculine nouns:

Singular	Plural
spāyi	spāyān
bazgər	bazgərān
shāgərd	shāgərdān
amrikāyi	amrikāyān
māmur	māmurān
dukāndār	dukāndārān
qumandān	qumandānān
sabaq	sabaquna
kitāb	kitābuna
kor	koruna
dzāy	dzāyuna
pinsəl	pinsəluna
qalam	qalamuna
mez	mezuna
dars	darsuna
tanzim	tanzimuna

Irregular masculine nouns:

zoy	zāmən
tawāshir	tawāshir
zdākawunkay	zdākawunki
xowunkay	xowunki
paxtun	paxtāna
shpon	shpāna
mujāhid	mujāhidin

Feminine nouns:

Singular	Plural
paxtana	paxtane
hafta	hafte
kitābcha	kitābche
takhta	takhte

Irregular feminine nouns:

lur	luṇe
amrikāyi	amrikāyāne
kaṛkay	karkay
zdākawunke	zdākawunke
xowunke	xowunke
jabhe	jabhe

Exercise 2.

dā tsa shay da? _____ da.

dā tsa shay di? _____ di.

Exercise 3.

day tsok da? day _____ da.

khabare atare

1. Students divide into pairs, and work up a dialogue for the following situation: Student A has just met Abdul-Hak, and runs into Student B on the street. A and B greet each other, and when B asks **nawe zaṛe?** A tells him about Abdul-Hak.

2. Each class member chooses one of the tanzims and works up a description (in Pashto) of that tanzim: its name, its leader, and anything else he/she can say about it. The class member presents the description to the class.

3. Pairs of students think up Pashtun mujaheddin identities. Give yourselves Afghan names, tanzims, places where you're from, etc. Work up a conversation in which the two of you question each other on such topics. Perform the conversation for the class and then ask the class questions like **za tsok yam? tsok da? de kum dzāy yam?** and **de kum tanzim yam?** If the class is feeling competitive, keep score.

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

tsaloram dars:
paxtāna lə yawbəl sara ghagigi

Lesson 4: Pashtuns Talk to Each Other

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Understand questions Pashtuns ask of one another, and their answers.
- Name some of the Pashtun tribes.
- Describe groups of people and things.

tikrār

1. stəṛəy/stəṛə
   khwār/khwāra
   xə/xa

2. spāyi yəm./spāyān yu.
   mamur ye?/mamurān yāstəy?
   kitab da./ kitabuna di.

nəwi loghāt

ahmədzay	name of Pashtun tribe
khān	title, used with first names
kor	house
mṛə	dead
məlgəri	friends
nə	not
pə _____ ke	in
roghtun	hospital
_____ tə	to
tsok kho	no one
zədrāṇ	name of Pashtun tribe
zakhmyān	injured

de bārām khān kalā

Bārām Khān's Kalā

Najib: **asalāmāleykum.**

Bārām Khān: **wāleykum. rādzey, staṛi ma sey. pa khayr rāghley.**

Najib: **pa khayr wose.**

Together: **joṛ ye?** etc.

Bārām Khān: **la kuma rāghley?**
Where are you coming from?

Najib: **la paktyā na.**
From Paktyā.

Bārām Khān: **chera rawān yāstey?**
Where are you going?

Najib: **baghlān ta.**

Bārām Khān: **tsok yāstey?**

Najib: **za ahmadzey yam.**

malgari me zadrāṇ di.

Bārām Khān: **baghlān ta tsanga rawān yāstey?**
Why are you going to Baghlān?

Najib: **tarbruno me ḍaze sara kaṛi di, ghwāṛo tse sara joṛ ye kṛu.**
My relatives have been feuding, and we want to reconcile them.

Bārām Khān: **tsok kho mṛa na di?**
No one is dead, are they?

Najib: **na, de khwdāy fazal da, tsok mṛa na di.**

kho dwa tana ḍer sakht zakhmyān di.
Two of them are very badly injured.

Bərām Khān: **zakhmyān pə kor ke di, ka pə roghtun ke?**

Najib: **pə kor ke di.**

ţep

rawāne khabare

Tape exercise 1.

kor	zakhmi
roghtun	zakhmyān
pə kor ke	rādzəy
pə roghtun ke	staṛi mə səy
məlgəray	pə khayr rāghlay
məlgəri	lə kumə rāghlay?
tsok kho	lə paktyā nə.
maṛ	chera rawān yāstay?
mṛə	baghlān tə.
mṛə	tsok yāstay?
mṛe	zə ahmadzəy yəm.

məlgəri me zadrāṇ di.
baghlān tə tsanga rawān yāstay?
tarbruno me ḍaze sara kaṛi di.
ghwāṛo tse sara jor ye kṛu.
tsok kho mṛə nə di?
de khwdāy fazəl da
tsok mṛə nə di.
kho dwə tanə ḍer sakht zakhmyān di.
zakhmyān pə kor ke di, kə pə roghtun ke?
pə kor ke di.

Tape exercise 2.

Unit 3, Lesson 4

Tape exercise 3.

Tape exercise 4.

Ia kuma rāghlay? Ia _____ na.

Tape exercise 5.

chera rawān yāstay? _____ ta.

de jumle joɾəxt

Adjective Forms	
Masculine Singular	Masculine Plural
amān wuxyār da.	**amān aw asad wuxyār di.**
Feminine Singular	Feminine Plural
rābyā wuxyāra da.	**rābyā aw laylā wuxyāre di.**

amān wuxyār da.	Amān is smart.
amān aw asad wuxyār di.	Amān and Asad are smart.
rābyā wuxyāra da.	Rābyā is smart.
rābyā aw laylā wuxyāre di.	Rābyā and Laylā are smart.

Positive:	Negative:
amān staṛay da. Amān tired is.	**amān staṛay na da.** Amān tired not is.
amān aw asad staṛi di. Amān and Asad tired are.	**amān aw asad staṛi na di.** Amān and Asad tired not are.
dā kitāb da. this book is.	**dā kitāb na da.** this book not is.
dā kitābuna di. these books are.	**dā kitābuna na di.** these books not are.

amān staṛay da.	Amān is tired.
amān staṛay na da.	Amān isn't tired.
amān aw asad staṛi di.	Amān and Asad are tired.
amān aw asad staṛi na di.	Amān and Asad aren't tired.
dā kitāb da.	This is a book.
dā kitāb na da.	This isn't a book.
dā kitābuna di.	These are books.
dā kitābuna na di.	These aren't books.

koshish wakay

Exercise 1.

Singular and plural forms of adjectives from previous lessons

Like **wuxyār**:

Masculine	Masculine plural	Feminine	Feminine plural
wuxyār	wuxyār	wuxyāra	wuxyāre
joṛ	joṛ	joṛa	joṛe
jag	jag	jaga	jage
khwār	khwār	khwāra	khwāre
ahmaq	ahmaq	ahmaqa	ahmaqe
nāst	nāst	nāsta	nāste
laṭ	laṭ	laṭa	laṭe
mast	mast	masta	maste
mashhur	mashhur	mashhura	mashhure

Like **staṛay**:

Masculine	Masculine plural	Feminine	Feminine plural
staṛay	stari	staṛe	staṛe
wagay	wagi	wage	wage
tagay	tagi	tage	tage
khobawaṛay	khobawaṛi	khobawaṛe	khobawaṛe
naway new	nawi	nawe	nawe

Unit 3, Lesson 4

Irregular adjectives:

Masculine	Masculine plural	Feminine	Feminine plural
widə	widə	widə	wide
xə	xə	xə	xe
zoṛ old	zāṛə	zoṛə	zoṛe
woṛ small	wāṛə	woṛə	woṛe
məṛ dead	mṛə	mṛə	mṛe
zṛəwər	zṛəwər	zṛəwərə	zṛəwəre
badrangə	badrangə	badrangə	badrange
xāysta	xāysta	xāysta	xāysta
khapə	khapə	khapə	khapə
neshə	neshə	neshə	neshə
nājoṛə	nājoṛə	nājoṛə	nājoṛə

Exercise 2.

məlgari me _____ di.

xowunkay _____ nə də.

shəgərdān _____ di?
wo, _____ di./ nə, _____ nə di.

tsok _____ də?
_____ _____ də.

tsok _____ di?
_____ _____ di.

tə _____ ye?
wo, _____ yəm./ nə, _____ nə yəm.

khabəre atəre

1. The game of Twenty Questions revisited. One student thinks of an object or objects in the room. Other students try to guess what the object is by asking questions about it. In addition to **mashhur, nəway, xə, zoṛ, woṛ, badranga** and **xāysta**, you might need **bad** "bad" and **loy** "big". Both of these are like **wuxyar**.

2. Twenty questions revisited again. One student thinks of a group of people, e.g., your Pashto teachers, the marines in your class, etc. Other students try to guess who the group is by asking questions.

3. Bārām Khān's house. One student takes the part of Bārām Khan. Other students take the parts of Pashtuns visiting him, and he finds out who they are, where they are from, where they are going, how many children they have, etc. Don't forget the appropriate greetings, and be imaginative as to who you are.

dreyama hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

pindzam dars: tikrār

Lesson 5: Review

de sabaq hadaf

Upon completing this lesson, you will have reviewed:

- Questions and answers about your origins, your occupation, your salary.
- Questions and answers about your children.
- Questions and answers about the mujaheddin.
- Questions and answers about where you are coming from and going; questions and answers on the Pashtun tribes.
- Talking about yourself and others.
- Describing individual things and people.
- Describing groups of things and people.
- Greetings appropriate to various contexts.

tɪkrār

Review exercise 1.

tsok ye/yāstəy?
de kum dzāy ye/yāstəy?
dəlta tsə kār kawe?
tankhā de tso da?
wāṛə lare?
wāṛə zāman di ke luṇe?
wāṛə de tso kalan di?
chera zay?
chera rawān yāstəy?
de kum tanzim ye/yāstəy?
lə kuma rāghlay?

Review exercise 2.

In pairs, greet each other in the following contexts:

A. Student A is visiting Student B's house.
B. Student A runs across Student B on the street.
C. Student A calls Student B on the phone.

Unit 3, Lesson 5

Tape exercise 1.

Conversation 1

tsok da? _____

de kum dzāy da? _____

de kum tanzim da? _____

la kuma rāghle? _____

Where is he coming from?

chera dzi? _____

Where is he going?

dalta tsa kār kawi? _____

What work does he do?

tankhā ye tso da? _____

wāṛa lari? _____

wāṛa ye zāman di ke luṇe? _____

wāṛa de tso kalan di? _____

Conversation 2

tsok da? _____

de kum dzāy da? _____

de kum tanzim da? _____

la kuma rāghle? _____

chera dzi? _____

dalta tsa kār kawi? _____

tankhā ye tso da? _____

wāṛa lari? _____

wāṛa ye zāman di ke luṇe? _____

wāṛa de tso kalan di? _____

Conversation 3

tsok da? _____

de kum dzāy da? _____

de kum tənzim da? _____

lə kuma rāghle? _____

chera dzi? _____

dəlta tsə kār kawi? _____

tankhā ye tso da? _____

wāṛə lari? _____

wāṛə ye zāmən di ke luṇe? _____

wāṛə de tso kalən di? _____

Conversation 4

tsok da? _____

de kum dzāy da? _____

de kum tənzim da? _____

lə kuma rāghle? _____

chera dzi? _____

dəlta tsə kār kawi? _____

tankhā ye tso da? _____

wāṛə lari? _____

wāṛə ye zāmən di ke luṇe? _____

wāṛə de tso kalən di? _____

Conversation 5

tsok da? _____

de kum dzāy da? _____

de kum tənzim da? _____

lə kuma rāghle? _____

chera dzi? _____

dəlta tsə kār kawi? _____

tankhā ye tso da? _____

wāṛə lari? _____

wāṛə ye zāmən di ke luṇe? _____

wāṛə de tso kalən di? _____

Conversation 6

tsok da? _____

de kum dzāy da? _____

de kum tənzim da? _____

lə kuma rāghle? _____

chera dzi? _____

dəlta tsə kār kawi? _____

tankhā ye tso da? _____

wāṛə lari? _____

wāṛə ye zāmən di ke luṇe? _____

wāṛə de tso kalən di? _____

Conversation 7

tsok da? _____

de kum dzāy da? _____

de kum tənzim da? _____

lə kuma rāghle? _____

chera dzi? _____

dəlta tsə kār kawi? _____

tənkhā ye tso da? _____

wāṛə lari? _____

wāṛə ye zāmən di ke luṇe? _____

wāṛə de tso kalən di? _____

Conversation 8

tsok da? _____

de kum dzāy da? _____

de kum tənzim da? _____

lə kuma rāghle? _____

chera dzi? _____

dəlta tsə kār kawi? _____

tənkhā ye tso da? _____

wāṛə lari? _____

wāṛə ye zāmən di ke luṇe? _____

wāṛə de tso kalən di? _____

Conversation 9

tsok da? _____

de kum dzāy da? _____

de kum tanzim da? _____

la kuma rāghle? _____

chera dzi? _____

dalta tsa kār kawi? _____

tankhā ye tso da? _____

wāṛa lari? _____

wāṛa ye zāman di ke luṇe? _____

wāṛa de tso kalan di? _____

Conversation 10

tsok da? _____

de kum dzāy da? _____

de kum tanzim da? _____

la kuma rāghle? _____

chera dzi? _____

dalta tsa kār kawi? _____

tankhā ye tso da? _____

wāṛa lari? _____

wāṛa ye zāman di ke luṇe? _____

wāṛa de tso kalan di? _____

Tape exercise 2.

_____ wuxyōr da.

layłō _____ da?

_____ zoɽ da.

_____ zɽawar da.

_____ widə da.

Tape exercise 3.

tsalorəma hafta: lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

awal dars: pə kābəl ke

Lesson 1: In Kabul

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Understand directions from one place to another in a city.
- Give polite commands and directions.

tikrār

de kum dzāy ye?
lə kuma rāghle?
pə kor ke khayriat da?
xpəle jabhe tə dzu.

nəwi loghāt

aghə, aghə, aghe	that (not too far away)
altə	there
ər	any
bekh	bottom
bertə wagərdzə	turn around (command form)
byā	then, again
chap lās tə	to the left
de _____	of
dukān	shop
ghunḍəy	hill
istādgā	bus stop
jamāl menə	Jamāl Menə, a district in Kabul.
kərənə	agriculture
khwlə	mouth, beginning, opening
kutsə	street, path (doesn't have to be paved)
kuz sə	get off, get down (command form)
lāṛ sə	go (command form)
lə _____ nə/ə	from
lərə	far
məkhāməkh	straight
nizdə	near
pə _____	on
pə _____ ke	at, in (often appears as just _____ke)
sərwes	bus
spor sə	ride, get on (command form)
tāw sə	turn (command form)
ughə, ughə, ughe	that (far away)
wadānəy	building
wizārət	ministry
xāysta	quite, sort of, kind of
xi lās tə	to the right
xə wṛānde	well ahead, pretty far ahead

Unit 4, Lesson 1

sam la asad na de lāre puxtana kawi

Sam Asks Asad for Directions

Sam: wabaxay. de karane wezārat chera da?

Asad: pa jamāl mene ke da.

Sam: jamāl mena lare da ka nizde?

Asad: xāysta lare da.

Sam: sarwes wardzi?
Does a bus go there?

Asad: de aghe kutse pa khwle ke wadarega.

alta sarwes rādzi.
The bus comes there.

pa ke spor sa.
Get on it.

pa doyame istādgā ke kuz sa.

alta xi lās ta yaw sarak tlalay da.
There a street goes to the right.

pa agha makhāmakh lāṛ sa.

byā chap lās ta pa doyam sarak tāw sa.

xa wṛānde laṛ sa, tso dukānuno ta warasege.
until you reach some shops

alta yawa dukāndār na puxtana waka.
There a shopkeeper will give you directions.

ḍer tashakur. khwdāy pāmān.

Asad: pa makha de xa.

(pə dukān kə)

Səm: **wəbaxəy! de kərəne wezārat chera da?**

Dukāndār: **ugha de ghunḍəy pə bekh ke loya wadānəy de kərəne wezārat da.**
That big building at the bottom of the hill is the Ministry of Agriculture.

Səm: **kuma lār warghəle da?**
How do I get there?

Dukāndār: **agha sərək məkhāməkh warghəlay da.**
That road goes straight there.

Səm: **təshakur. khwdāy pāmān.**

Dukāndār: **pə məkha de xə.**

ṭep

rowāne khabəre

Tape exercise 1.

wəbaxəy
korəne
wezārat
de korəne wezārat
jamāl mena
pə jamāl mene ke
lərə
nizde
kutsə
əghe kutse
de əghe kutse
khwlə
de əghe kutse khwle ke
pə bekh ke
loyə wadānəy
kuma lār warghəle da?

chap lās ta
pə doyəm sarək
xə wṛānde lāṛ sa
dukānuno ta
yawə dukāndār
der tashakur
sarwes
istādgā
doyəme istādgā
pə doyəme istādgā ke
xi lās ta
pə əghə
de ghundəy
de ghundəy pə bekh ke
berta wəgardza
wədarega

Tape exercise 2.

de kərəne wezārət chera da?
pə jəmāl mene ke da.
jəmāl mena lərə da ka nizde?
xāysta lərə da.
sərwes wərdzi?
de əghe kutsə khwle ke wədarega.
əlta sərwes rādzi.
pə ke spor sə.
pə doyəme istādgā ke kuz sə.
əlta xi lās ta yəw sərək tlələy da.
pə əghə məkhāməkh lāṛ sə.
byā chap lās ta pə doyəm sərək tāw sə.
xə wṛānde laṛ sə, tso dukānuno ta wərəsege.
əlta yəwə dukāndār nə puxtənə wəkə.
ughə de ghundəy pə bekh ke loyə wadānəy de kərəne wezārət da.
əghə sərək məkhāməkh wərghələy da.

Tape exercise 3.

_____ chera da?

_____ tāw sə.

_____ lāṛ sə.

pə _____ sərək ke chap lās ta tāw sə.

Tape exercise 4.

pə dreyəme kutsə ke _____.

de sərək pə khwlə ke _____.

de jumle joṛəxt

Prepositional Phrase	Verb
chap lās <u>tə</u> left hand to	**tāw sə.** turn.
<u>lə</u> paktyā <u>nə</u> from Paktia	**rāghləm.** (I) am coming.
<u>de</u> kum dzāy of which place	**ye?** (you) are?
<u>pə</u> aghə sarwes <u>ke</u> on that bus on	**spor sə.** get on.

chap lās tə tāw sə.	Turn to the left.
lə paktyā nə rāghləm.	I am coming from Paktia.
de kum dzāy ye?	Where are you from?
pə aghə sarwes ke spor sə.	Get on that bus.

Prepositions:

de _____
pə _____
pə _____ **ke**
lə _____ **nə/ə***
_____ **tə**

* If the noun after **lə** ends in a consonant, attach **ə** to it; if the noun ends in a vowel, add the word **nə**, e.g., **lə kābalə, lə paktyā nə.**

Prepositional Phrase	Noun
de kərəne of agriculture	**wezārət** ministry
de əghe kutse of that street	**khwlə** mouth
de ghunḍəy of hill	**bekh** bottom

də kərəne wezārət	the Ministry of Agriculture
de əghe kutse khwlə	the mouth of that street
de ghunḍəy bekh	the bottom of the hill

koshish wakay

Sentences from previous lessons with prepositional phrases:

pə kor ke karāri da?
kor ke karāri da?
pə kor ke khayriat da?
pə dzān joṛ ye?
zə ba byā war ta wawāyem tse tā telefun kaṛay wa.
pə stargo.
pə khayr ye?
pə makha de xa.
pə khayr rā warasede?
kor kali ke karāri wa?
de khwdāy fazal da.
de kum dzāy ye?
afghanistān ta tsə wakht rāghalay ye?
tankhā me de myāste nizde dwa zara awghānay da.
wāṛə me amrikā ke di.
de amrikāyāno luṇe xe-esi ka zāmən?
moṭar ta walāṛ yāstay?
tə həm ghwāṛə moṭar ke lāṛse?
xpəle jabhe ta dzu.
de kum tanzim yāstay?
day de kābal mashhur qumandān abdalhaq da.
baghlān ta tsanga rawān yāstay?
zakhmyān pə kor ke di, ka pə roghtun ke?

khabare otare

1. Students divide into pairs and work up the conversation that Sam and Asad would have if Asad waited for the bus with Sam. Include questions and answers about children, work, when Sam came to Afghanistan, etc. They perform their conversations for the class.

2. Students divide into pairs and work up the greeting that takes place when Sam arrives at Atiqullah Niazi's house.

tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

doyam dars: de nyāzi de kor lār

Lesson 2: Directions to Niazi's House

de sabaq hadaf

On completing this lesson, you will be able to:

- Ask for and understand more directions in a city.
- Talk about the whereabouts of people and things.

tikrār

Plurals: **māmur, māmurān**, etc.
kitāb, kitābuna, etc.
xowunkay, xowunki, etc.
takhta, takhte, etc.
kaṛkay, kaṛkay, etc.

Masculine irregulars:
mujāhid, mujāhidin
paxtun, paxtāna
zoy, zāmən
shpon, shpāna
waṛa

Feminine irregulars:
lur, luṛe
amrikāyi, amrikāyāne
zdākawunke, zdākawunke
xowunke, xowunke
kutsa, kutse

nəwi loghāt

de əghə	his
həmde	same
khət	letter
pul	bridge
qəsāb	butcher
spin	white
sur	red
srə plə	Red Bridge; a section of Kabul
ter sə	cross (bridge), pass (command form)

Additional Vocabulary

kafitiryā	cafeteria
layliya	dormitory, barracks
mansabdār	officer
pārk	parking lot
sinf	classroom
spāyi	enlisted man
wəkhedzə, portə sə	go up, ascend
xkatə sə	go down, descend
zeṛə wadānəy	yellow building
zinə	staircase

sam de atiqullā nyāzi kor pase gàrdzi
Sam Looks for Atiqullā Niazi's House

Amān: **khayriat da?**
May I help you?

Sam: **de nyāzi kor pase gardzam.**
I am looking for the Niazi house.

Amān: **de kum nyāzi?**

Sam: **de atiqullā nyāzi.**

Amān: **de agha kor dalta na da. pa sra pla ke da.**

Sam: **sur pul lare da ka nizde?**

Amān: **nizde da. pa hamde sarak makhamakh laṛ sa.**

pa dreyam sarak xi lās ta tāw sa.

xa wṛānde laṛ sa.

de sin pa pla ter sa.

yaw dwa sawa gāma nor ham wṛānde lāṛ sa.

alta de qasābi dwa dukānuna di.

dwaṛa ye nyāzay pezani.
Both of them know Niazi.

de agha kor ba dar waxayi.
They will show you his house.

Sam: **der tashakur. khwdāy pāmān.**

Amān: **pa makha de xa...**

(de qasābi pa dukān ke)

Sam: wabaxay. de atiqullā nyāzi kor kum yaw da?

Qasāb: khayriat kha da?
Everything is all right, isn't it?

Sam: wo. bikhi khayriat da.

la jalālābāda me yaw khat war ta rā waṛay da.
I have brought him a letter from Jalālābād.

Qasāb: de zoy khat ye da?
Is the letter from his son?

Sam: wo.

Qasāb: agha spin kor de nyāzi da.

Sam: ḍer tashakur. khwdāy pāmān.

Qasāb: pa makha de xa.

ṭep

rawāne khabare

Tape exercise 1.

de nyāzi kor
pase gardzam
de kum nyāzi?
de atiqullā nyāzi
de agha kor
sur pul
srə pla
pə srə pla ke
pə hamde sarak
de sin pə pla
yaw dwa səwa gāma nor

de qasābi dwa dukānuna
dwāṛa ye
pezani
de agha kor
der wəxəyi
khayriat kho da?
la jalālābāda
war ta rā wəṛay da
de zoy khat
agha spin kor
de nyāzi

Tape exercise 2.

khayriat da?
de nyāzi kor pase gardzam.
de kum nyāzi?
de atiqullā nyāzi.
de agha kor dalta na da.
pa sra pla ke da.
sur pul lare da ka nizde?
nizde da.
pa hamde sarak makhāmakh laṛ sa.
pa dreyam sarak xi lās ta tāw sa.
xa wṛānde lāṛ sa.
de sin pa pla ter sa.
yaw dwa sawa gāma nor ham wṛānde lāṛ sa.
alta de qasābi dwa dukānuna di.
dwaṛa ye nyāzay pezani.
de agha kor ba dar waxayi.
ḍer tashakur.
khwdāy pāmān.
pa makha de xa.
de atiqullā nyāzi kor kum yaw da?
khayriat kha da?
bikhi khayriat da.
la jalālābāda me yaw khat war ta rā waṛay da.
de zoy khat ye da?
agha spin kor de nyāzi da.

Tape exercise 3.

_____ loya wadānay da.

pa _____ sarak xi lās ta tāw sa.

_____ dalta na da.

de jumle joṛəxt

Nouns in the oblique case:

de <u>kərəne</u> wezārat chera da?

de <u>ghunḍay</u> pə <u>bekh</u> ke da.

Noun Classes

Direct:	Oblique:
<u>xowunkay</u> de dəlta da. teacher your here is	de <u>xowunki</u> kitāb dəlta da. of teacher book here is
<u>xowunki</u> de dəlta di. teachers your here are	de <u>xowunko</u> kitābuna dəlta di. of teachers books here are
<u>paxtana</u> dəlta da. Pashtana here is	de <u>paxtane</u> kitāb dəlta da. of Pashtana book here is
<u>paxtane</u> dəlta di. Pashtanas here are	de <u>paxtano</u> kitābuna dəlta di. of Pashtanas books here are

Direct singular: <u>xowunkay</u> de dəlta da.
Your teacher is here.

Direct plural: <u>xowunki</u> de dəlta di.
Your teachers are here.

Oblique singular: de <u>xowunki</u> kitāb dəlta da.
The teacher's book is here.

Oblique plural: de <u>xowunko</u> kitābuna dəlta di.
The teachers' books are here.

Direct singular:	**paxtana dəlta da.**
	The Pashtana is here..
Direct plural:	**paxtane dəlta di.**
	The Pashtanas are here.
Oblique singular:	**de paxtane kitāb dəlta da.**
	The Pashtana's book is here.
Oblique plural:	**de paxtano kitābuna dəlta di.**
	The Pashtanas' books are here.

koshish wəkəy

Exercise 1.

_____ chera da?

pə _____ da./ pə _____ ke da.

Exercise 2.

_____ chera da?

_____ da.

kuma lār warghəle da?

_____.

khabəre atəre

1. Students draw up a simple map of some of the buildings at DLI, and label each with its Pashto name (the additional vocabulary listed in the **nəwi loghāt** section might be helpful; any other vocabulary can be supplied by the teacher). Students take turns standing at the board and following directions supplied by other students, e.g. on being told **pārk ta lāṛ sa**, student at board "walks" to the parking lot.

2. Students divide into pairs. They work up a set of directions from one point to another at DLI. They then give the directions to the class, and see if the class can figure out where they are supposed to go. Buildings can either be called by their names, or by description (**loya wadānəy**, etc.). The additional vocabulary listed in the **nəwi loghāt** section of the lesson might be helpful. Any other vocabulary can be supplied by the teacher.

tsalorəma hafta: lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

dreyam dars: pə logar ke

Lesson 3: In Logar

de səbaq hadaf

On completing this lesson, you will be able to:

- Ask for and understand directions from one place to another in the country.

tikrār

də _____
lə _____ a/na
pə _____
pə _____ ke
_____ tə

māmur/māmurān/māmur/māmurāno
kitāb/kitābuna/kitāb/kitābo, kitābuno
məlgəray/məlgəri/məlgəri/məlgəro

paxtana/paxtane/paxtane/paxtano
kaṛkay/kaṛkay/kaṛkay/kaṛkayo
kalā/kalāwe,kalāgane/kalā/kalāwo, kalāgāno
xowunke/xowunke/xowunke/xowunko

nəwi loghāt

akā	uncle
dər	to you
dzə	go (command form)
ghāṛə	bank (of creek, river, ditch)
lextəy	ditch
mālum	known
puxtənə wəkə	ask (command form)
pə _____ bānde	on, over
tsə _____ tə wərəsegə	until you get to _____.
zrəndə	mill

Additional Vocabulary

buṭəy	bush
chəmən	meadow
dewāl	wall
gəgrə	rock (big)
gwəl	flower
kərwəndə	field
lār	road; path
pəlpələkə	butterfly
tsəwkəy	park bench,
tsələy	monument
wobə	water, creek
wənə	tree

sam de bārām khān kalā pase gardzi
Sam Looks for Bārām Khān's Kalā

(pa logar ke)
Sam: akā staṛay ma se.

Bazgar: khwār ma se; salāmat wose.

Sam: de bārām khān nyāzi kalā dar māluma da?

Bazgar: wo. de aghe wṛānde ghunḍay pa bekh ke da.

Sam: kuma lār warghale da?

Bazgar: de hamde laxti pa ghāṛe dza, tso pla ta warasege.

pa pla bānde porewza.

makhāmakh dza tso zrande ta warasege.

pa zrande ke puxtana waka. dar xayi ye.
They will show it to you.

Sam: khayr wese. khwdāy pāmān.

Bazgar: pa makha de xa.

ṭep

rawāne khabare

Tape exercise 1.

de bārām khān nyāzi kalā dar māluma da?
de aghe wṛānde ghunḍay pa bekh ke da.
kuma lār warghale da?
de hamde laxti pa ghāṛe dza tso pla ta warasege
pa pla bānde porewza
porewza
pa pla bānde porewza
makhāmakh dza
tso zrande ta warasege
pa zrande ke puxtana waka dar xayi ye.
khayr wese.

Tape exercise 2.

de bārām khān nyāzi kalā dar māluma da?
de aghe wṛānde ghunḍay pa bekh ke da.
kuma lār warghale da?
de hamde laxti pa ghāṛe dza, tso pla ta warasege.
pa pla bānde porewza.
makhāmakh dza tso zrande ta warasege.
pa zrande ke puxtana waka. dar xayi ye.
khayr wese.

Tape exercise 3.

dā de _____ kitāb da.

malgari me pa _____ ke di.

pa _____ ke xi lās ta tāw sa.

Tape exercise 4.

de jumle joɽəxt

Noun Classes

m1 nouns:

Direct singular:	**māmur**	Direct singular:	**spāyi**
Direct plural:	**māmurān**	Direct plural:	**spāyān**
Oblique singular:	**māmur**	Oblique singular:	**spāyi**
Oblique plural:	**māmurāno**	Oblique plural:	**spāyāno**

Some m1 nouns you have learned:

qumandān **mansabdār** **qasāb** **shāgərd**

m2 nouns:

Direct singular:	**kitāb**
Direct plural:	**kitābuno**
Oblique singular:	**kitāb**
Oblique plural:	**kitābo/kitābuno**

Some m2 nouns you have learned:

afghanistān	**dars**	**lās**
dzāy	**mez**	**shay**
pinsəl	**qalam**	**ʈep**
khat	**sinf**	**dukān**
roghtun	**sarwes**	**tanzim**

m3 nouns:

Direct singular:	**parkaṯay** "stepson"	Direct singular:	**malgaray**
Direct plural:	**parkaṯi, parkaṯyān**	Direct plural:	**malgari**
Oblique singular:	**parkati**	Oblique singular:	**malgari**
Oblique plural:	**parkaṯo, parkaṯyāno**	Oblique plural:	**malgaro**

Some m3 nouns you have learned:

xowunkay **zda kawunkay** **buṯay** **laxtay**

Irregular masculine nouns:

Direct singular	Direct plural	Oblique singular	Oblique plural
mujāhid	**mujāhidin**	**mujāhid**	**mujāhidino**
paxtun	**paxtāna**	**paxtāna**	**paxtano**
zoy	**zāman**	**zoy**	**zāmano**
shpon	**shpāna**	**shpāna**	**shpano**
waṛa	**waṛe**	**waṛe**	**waṛo**
sarak	**sarakuna**	**sarak**	**sarako, sarakuno**
pul	**pluna**	**pla**	**plo, pluno**
bazgar	**bazgar, bazgarān**	**bazgar**	**bazgaro, bazgarāno**
moṯar	**moṯar, moṯaruna**	**moṯar**	**moṯaro, moṯaruno**

f1 nouns:

Direct singular:	**kitābcha**
Direct plural:	**kitābche**
Oblique singular:	**kitābche**
Oblique plural:	**kitābcho**

Some f1 nouns you have learned:

darwāza	**naqsha**	**parda**
takhta	**ghaṛa**	**karana**
layliya	**zina**	

f2 nouns:

Direct singular:	**kəṛkay**
Direct plural:	**kəṛkay**
Oblique singular:	**kəṛkay**
Oblique plural:	**kəṛkayo**

Some f2 nouns you have learned:

tsawkay **ghunḍay** **wadanay**

f3 nouns:

Direct singular:	**kalā**
Direct plural:	**kalāwe/kalāgāne**
Oblique singular:	**kalā**
Oblique plural:	**kalāwo/kalāgāno**

Some other f3 nouns you have learned:

amrikā **tankhā** **istādgā** **kafitiryā**

f4 nouns:

Direct singular:	**xowunke**
Direct plural:	**xowunke**
Oblique singular:	**xowunke**
Oblique plural:	**xowunko**

Another f4 noun you have learned: **zda kawunke**

Irregular feminine nouns:

Direct singular	Direct plural	Oblique singular	Oblique plural
lur	**luṇe**	**lur**	**luṇo**
amrikāyi	**amrikāyāne**	**amrikāyi**	**amrikāyāno**
merabāni	**merabānay**	**merabāni**	**merabānayo**
kutsa	**kutse**	**kutse**	**kutso**
khwla	**khwle**	**khwle**	**khwlo**

koshish wakay

Exercise 1.

a. __(person)__ **chera da?**

pa _(place)__ **da./ pa** __(place)__ **ke da.**

b. __(persons)__ **chera di?**

pa _(place)__ **da./ pa** __(place)__ **ke da.**

c. __(thing)__ **chera da?**

pa _(place)__ **da./ pa** __(place)__ **ke da.**

d. __(things)__ **chera di?**

pa _(place)__ **da./ pa** __(place)__ **ke da.**

e. __(person)__ __(occupation title) **da?**

na, __(occupation title) __**na da.** __(other occupation title)__ **da.**

f. __(persons)__ __(occupation title) **di?**

na, __(occupation title) __**na di.** __(other occupation title)__ **di.**

g. __(place)__ **lāʕ sə.**

pə __(place)__ **xi lās tə tāw sə.**

h. **de** __(person)__ __(object)__ **chera də?**

pə __(place)__ **də.**

Exercise 2.

Direct singular	Direct plural	Oblique singular	Oblique plural
1. **nyā** "grand-mother"	_____	_____	_____
2. **saṛay** "man"	_____	_____	_____
3. **xāghələy**	_____	_____	_____
4. **maktab** "school"	_____	_____	_____
5. **hafta** "week"	_____	_____	_____
6. **ḍoḍəy** "food"	_____	_____	_____
7. **qālina** "rug"	_____	_____	_____
8. **qumandān**	_____	_____	_____
9. **xədza** "woman"	_____	_____	_____
10. **degəy** "pan"	_____	_____	_____

Exercise 3.

Direct singular	Oblique singular	Direct singular	Oblique singular
1. **kābəl**	_____	6. **jəlālābād**	_____
2. **kandahār**	_____	7. **farā**	_____
3. **paktyā**	_____	8. **maymana**	_____
4. **helmand**	_____	9. **kunduz**	_____
5. **hirāt**	_____	10. **kwaṭa**	_____

khabare atare

1. Students draw a map of one of the open areas at DLI on the board, or if possible the class goes to one of the open areas. Students ask one another for directions to points on the map or in sight, on the following model:

Student A: **pārk chera da?**
Student B: (pointing) **alta da.**
Student A: **kuma lar warghala da?**
Student B: **makhāmakh lār sa.**

2. Each student chooses an open area known to everyone in the class (one of the playing fields at DLI, a park in Monterey, etc.), and works up a set of directions from one point to another in the open area. The additional vocabulary given in the **nawi loghāt** section might be useful. Directions should start with a statement like **wos pa _____ yāstay.** and should end with the question **wos chera yāstay?** Each student gives his directions to the class, who then answer the question and critique the directions for accuracy.

tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

tsaloram dars:
pə kəlo ke de lāre paydā kawəl

Lesson 4: Finding Places in the Country

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Understand and use more directions having to do with getting about in the country.

tikrār

m1: **māmur, spāyi**
m2: **kitāb**
m3: **parkaṭay, məlgaray**

f1: **kitābcha**
f2: **kaṛkay**
f3: **kalā**
f4: **xowunke**

nəwi loghāt

əlaka	boy (form used to address a boy)
barābar ka	lead, guide (command form)
di mā	my (emphatic)
lə _____ sara	with, next to
pezane	you are acquainted, you know (people, not facts)
rāghle	you came (**rāghləm** I came)
tsə	how (in this context)
wə	was
war	him
zwanday wose	greeting phrase, alternative to "thank you"

Additional Vocabulary

bār	bar
rasturan	restaurant

pə zrənde ke

Səm: **əsəlāmōlaykum.**

Zrəndəgaṛay: **wāləykum. staṛay mə se.**

Səm: **mə khwāregəy. de bārām khān nyāzi kalā chera da?**

Zrəndəgaṛay: **aləka wər sara lāṛ sa. de bārām khān kalā ta ye barābar ka.**

Alək: **rādza tse dzu.**
let's go.
la kum dzāya rāghle?

Səm: **la pexawara rāghlam.**

Alək: **bārām khān sara tsa pezane?**

Səm: **zəy ye pə amrikā ke di mā de paxto xowunkəy wə.**

Alək: **tə amrikāyi ye!**

Səm: **wo, amrikāyi yam.**

Alək: **agha jaga kalā de bārām khān da.**

Səm: **zwanday wose. səlāmat wose.**

Alək: **pə məkha de xa.**

Səm: **la tā sara.**

ɟep

Answers to Tape Presentation questions:

1. _____

2. _____

3. _____

4. _____

rawāne khabare

Tape exercise 1.

mə khwāregəy
de bārām khān nyōzi kalō
aləka
wər sara lōṛ sa.
barābar ka
rādza tse dzu.
la kum dzāya rāghle?

tsə pezane?
di mā de paxto xowunkay
tə amrikāyi ye!
agha jəga kalō
zwanday wose
salāmat wose
la pexawəra rāghləm.

Tape exercise 2.

mə khwāregəy.
de bārām khān nyōzi kalō chera da?
aləka wər sara lōṛ sa.
de bārām khān kalō ta ye barābar ka.
rādza tse dzu.
la kum dzāya rāghle?
la pexawəra rāghləm.
bārām khān sara tsə pezane?
zoy ye pə amrikā ke di mā de paxto xowunkay wə.
agha jəga kalō de bārām khān da.

Tape exercise 3.

_____ wadarega. _____ wawāya. _____ wəgərdza.

Tape exercise 4.

Exercise 5.

1. Sam **wos chera da?**
2. Sam **kume kalā ta dzi?**
3. **de bārām khān kalā pə kum dzāy ke da?**
4. **logar chera da?**
5. **zrandagaṛay aw alak chera di?**
6. **de zrandagaṛay zoy de** Sam **de paxto xowunkay wə?**
7. **de** Sam **de paxto xowunkay chera da?**

koshish wakay

Exercise 1.

Classification of nouns from previous lessons

Direct Singular	Class	Direct Plural	Oblique Singular	Oblique Plural
hafta	___	_____	_____	_____
spāyi	___	_____	_____	_____
amrikāyi	___	_____	_____	_____
dzāy	___	_____	_____	_____
qalam	___	_____	_____	_____
takhta	___	_____	_____	_____
xowunkay	___	_____	_____	_____
māmur	___	_____	_____	_____
tanzim	___	_____	_____	_____
jabha	___	_____	_____	_____
qumandān	___	_____	_____	_____
kitābcha	___	_____	_____	_____

paxtana	___	_____	_____	_____
shāgard	___	_____	_____	_____
kor	___	_____	_____	_____
dars	___	_____	_____	_____
pinsal	___	_____	_____	_____
sabaq	___	_____	_____	_____
kaṛkay	___	_____	_____	_____
xowunke	___	_____	_____	_____

Exercise 2.

rādza tse ___(place)___ **ta dzu.**

Exercise 3.

___(person)___ ___(place)___ **ta barabar ka.**

Exercise 4.

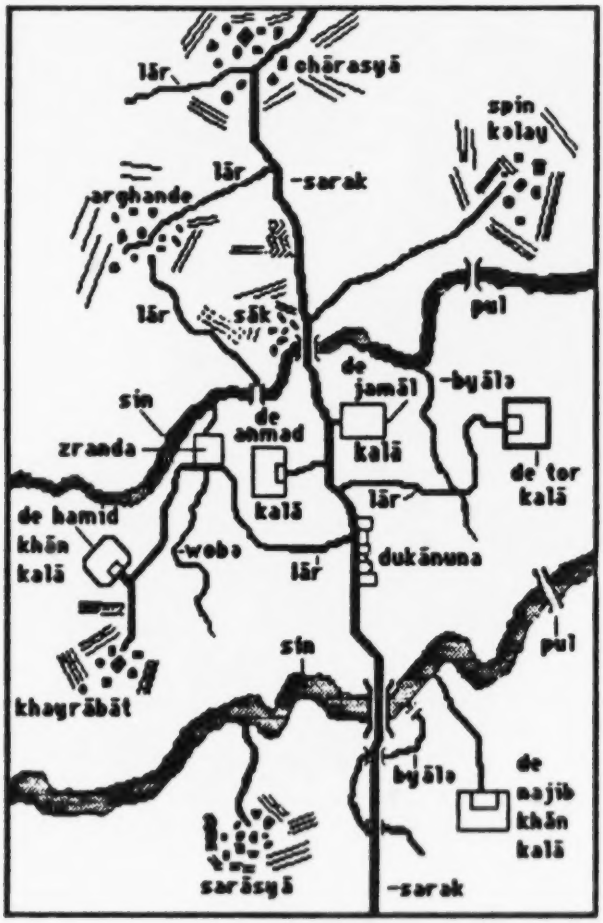
___(place)___ **der mālum(a) da.**

khabare atare

1. Students divide into pairs and work up a conversation beginning with
   rādza tse (somewhere) **ta dzu.**
   kuma laṛ warghale da?
and continuing with instructions as to how to get there. They perform their conversation for their classmates, who comment on the accuracy of their directions and their Pashto.

2. Students divide into pairs and work up conversations involving directions to places at DLI. The conversations start:
   Student A: (place) **der mālum(a) da?**
   Student B: **wo.**
   Student A: **kuma lār warghale da?**
   Student B: (gives directions)

3. Using the field map reproduced below, each student works up a set of directions from one point to another. He/she gives those directions to the class, then asks **wos chera yu?** Other students answer, and critique the directions.



tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

pindzam dars: tıkrār

Lesson 5: Review

de səbaq hədəf

Upon completing this lesson, you will have reviewed:

- Directions having to do with finding your way in a city.
- Directions having to do with finding your way in the country.
- Phrases which tell where people and things are.

tıkrār

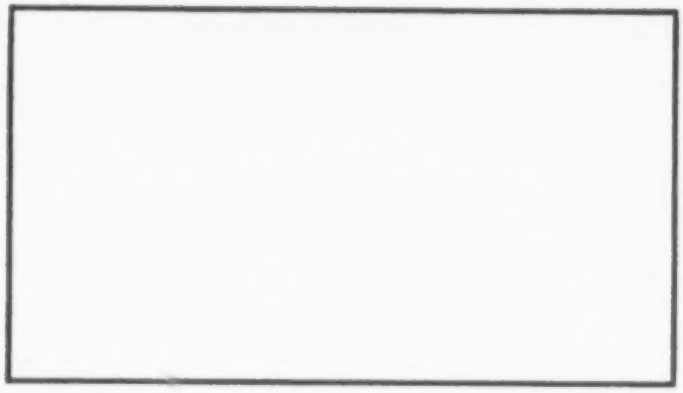
Tape exercise 1.

de _____ khət pə mez ke də.

məlgəri me pə _____ ke di.

Tape exercise 2.

1.



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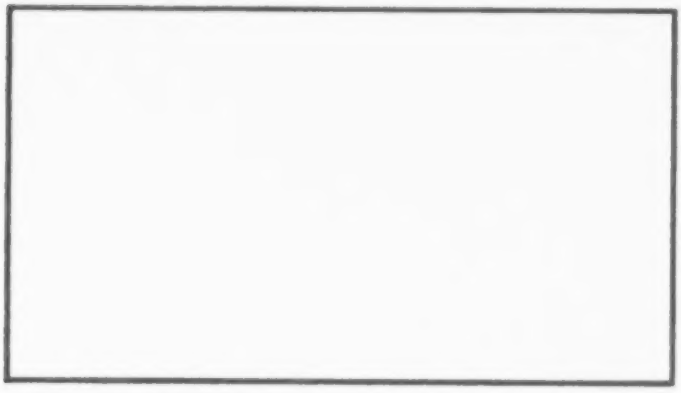

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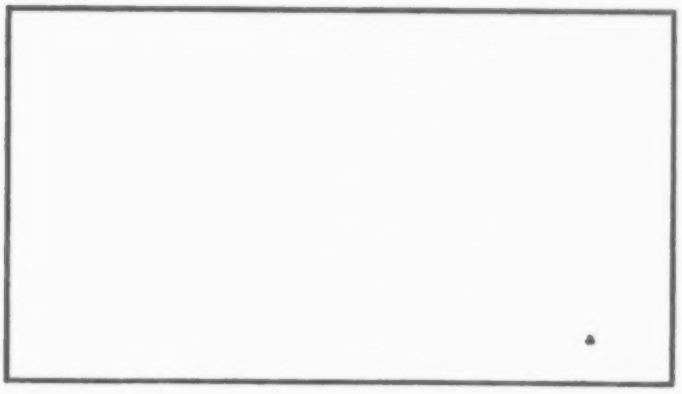
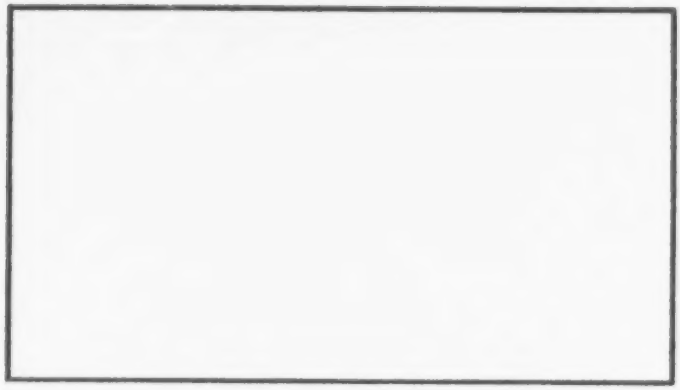


4.



Exercise 3.

Irregular noun forms:

Direct Singular	Direct Plural	Oblique Singular	Oblique Plural
lur	_____	_____	_____
amrikāyi	_____	_____	_____
kutsa	_____	_____	_____
khwla	_____	_____	_____
mujāhid	_____	_____	_____
paxtun	_____	_____	_____
zoy	_____	_____	_____
shpon	_____	_____	_____
sarak	_____	_____	_____
pul	_____	_____	_____
bazgar	_____	_____	_____
motār	_____	_____	_____
woba	_____	_____	_____
akā	_____	_____	_____

Unit 4, Lesson 5

Exercise 4.

Regular noun forms:

Direct Singular	Class	Direct Plural	Oblique Singular	Oblique Plural
dewāl	___	_____	_____	_____
tsəlay	___	_____	_____	_____
wana	___	_____	_____	_____
gwal	___	_____	_____	_____
gagra	___	_____	_____	_____
karwanda	___	_____	_____	_____
chaman	___	_____	_____	_____
lār	___	_____	_____	_____
laxtay	___	_____	_____	_____
bār	___	_____	_____	_____
rasturan	___	_____	_____	_____
sinf	___	_____	_____	_____
zina	___	_____	_____	_____
pārk	___	_____	_____	_____
layliya	___	_____	_____	_____
kafitiryā	___	_____	_____	_____
mansabdar	___	_____	_____	_____

Exercise 5.

Review of direction words:

xi lās ta	tāw sa	awal
chap lās ta	ter sa	doyam
makhāmakh	lāṛ sa	dreyam
berta	wagardza	tsaloram
xa wṛānde	xkata sa	pindzam, etc.
	spor sa	
	barabar ka	

pa _____bānde
tso _____ ta warasege
pa _____
pa _____ ke
kuma lār warghale da?
rādza tse _____ ta dzu.
chera

Review of city words:

sarak	kutsa	wadānay	dukān
bār	rasturan	istādgā	sarwes
sinf	zina	pārk	layliya
khwla	kor	lār	sin
pul			

Review of country words:

kalā	zranda	laxtay	ghāṛa
dewāl	tsalay	wana	gwal
gagra	karwanda	chaman	buṭay
woba	kalay	sin	byāla
lār	pul	kutse	kor

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

awal dars: mosəmuna

Lesson 1: The Seasons

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Talk about the seasons, months and general weather.

tikrār

Adjectives:

Masculine	Masculine plural	Feminine	Feminine plural
wuxyār	wuxyār	wuxyāra	wuxyāre
stəṛay	stəṛi	stəṛe	stəṛe
wida	wida	wida	wide
zoṛ	zāra	zaṛa	zaṛe
məṛ	mṛə	mṛa	mṛe
zṛawar	zṛawar	zṛawara	zṛaware
badranga	badranga	badranga	badrange
xāysta	xāysta	xāysta	xāysta

nəwi loghāt

əmuman	generally	**shuro kegi**	starts, begins
awā	weather	**soṛ**	cold
ḍer	much	**tod**	hot
kāl	year	**tsə wakht**	what time, when
mosəm	season	**wakht**	time
mənay	fall (season)	**wāyi**	say, be called
myāst	month	**wi**	is (habitually)
narma	mild	**woṛay**	summer
nən	today	**wrədz**	day
pəsarlay	spring (season)	**zəmay**	winter

di mā	my	**di mung**	our
di tā	your	**di tāse**	you-all's
di də	his	**di duy**	their
di de	her		

Additional Vocabulary

de pəsarli myāste:

ĥamal	March-April
səwər	April-May
jəwzā	May-June

de woṛi myāste:

səratān	June-July
əsəd	July-August
sunbula	August-September

de mənі myāste:

mizān	September-October
əqrəb	October-November
qəws	November-December

de zəmi myāste:

jədi	December-January
dalwə	January-February
ĥut	February-March

Unit 5, Lesson 1

atiqulā de mosəmuno pə bāra ke ghəgegi

Atiqullah Talks about the Seasons

Səm: nən awā ḍera tawda da.

Atiqullah: wo. xa tawda da.

Səm: dəlta awā əmuman tsanga wi?

Atiqullah: pə pəsarli aw məni ke awā ḍera xa aw narma wi.

pə woṛi ke awā tawda wi aw pə zəmi ke bikhi səṛa wi.

Səm: di tāse kāl tsa wakht shuro kegi?

Atiqullah: di mung kāl de ĥamal de myāste pə awale wradze shuro kegi.

dā de pəsarli de mosəm awala wradz ham da.

de ĥamal de myāste awale wradze ta nawroz wāyi.

Səm: ḍer tashakur. deṛ xa mālumāt de rākṛəl.

You have given me very good information.

Atiqullah: merabāni.

Questions on the conversation:

1. Səm chera da?
2. nun awā tsanga da?
3. kāl pə afghanistān ke tsa wakht shuro kegi?
4. de ĥamal myāst pə kum mosəm ke wi?
5. pə pəsarli ke awā tsanga wi?
6. pə woṛi ke awā tsanga wi?
7. pə məni ke awā əmuman tawdi wi?

ţep

Tape presentation lecture notes:

_____ Correspondence between western and Afghan calendars.

_____ Weather

_____ Names of months

Unit 5, Lesson 1

rawāne khabare

Tape exercise 1.

pə _____ ke awā xa aw narma wi.

pə _____ ke awā tawda wi.

pə _____ ke awā saṛa wi.

Tape exercise 2.

dā _____ kitāb da!

Tape exercise 3.

de jumle joɽəxt

Adjective Agreement	
With masculine noun:	With feminine noun:
xə dir. sg. **kāl** dir. sg.	**xə** dir. sg. **myāst** dir. sg.
xə dir. pl. **kaluno** dir. pl.	**xe** dir. pl. **myāste** dir. pl.
xə obl.sg. **kāl** obl. sg.	**xe** obl. sg. **myāste** obl. sg.
xo obl.pl. **kāluno** obl. pl.	**xo** obl. pl. **myāsto** obl. pl.
good year(s)	good month(s)

dā xə kāl də.	This is a good year.
dā xə kaluno di.	These are good years.
pə xə kāl ke awā xə wi.	In a good year the weather is good.
pə xo kaluno ke awā xə wi.	In good years the weather is good.
dā xə myāst də.	This is a good month.
dā xe myāste di.	These are good months.
pə xe myāste ke awā xə wi.	In a good month the weather is good.
pə xo myāsto ke awā xə wi.	In good months the weather is good.

koshish wakay

Exercise 1.

Q: **pə** __(season)__ **ke awō dalta tsanga wi?**

A: **awō amuman** _____ **wi.**

Q: **pə** __(month)__ **ke awō dalta tsanga wi?**

A: **awō amuman** _____ **wi.**

Q: __(season)__ **amuman** __(adjective)__ **wi?**

A: **wo, amuman** __(adjective)__ **wi./**

na, amuman __(adjective)__ **nə wi.**

Exercise 2.

Q: **di tō malgaray** __(adjective)__ **da?**

A: **wo,** __(adjective)__ **da./ na,** __(adjective)__ **nə da.**

Q: **di mung xowunki** __(adjective)__ **di?**

A: **wo,** __(adjective)__ **da./ na,** __(adjective)__ **nə da.**

khabare atare

1. Students divide into pairs and work up a conversation about the seasons and the weather in their home towns. The conversation should start out with the question **de kum dzāy ye?** Students perform their conversations for the class.

2. Variation on "Buzz."

Student A: **ɦamal**
Student B: **sawar**
Student C: **jawzā**
Student D: **saratān**
Student E: **asad**
Student A: **sunbula**
Student B: **mizān**, etc.

Continue at a fast pace (clap to establish the beat if you wish) through the months of the year. If a student gives the wrong month, or can't keep up the rhythm, he is out. Keep going through the months until there is only one student left. Declare him the winner.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

doyam dars:
pə kābəl ke pəsarlay aw woṛay

Lesson 2: Spring and Summer in Kabul

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Talk about spring and summer activities in Kabul.
- Describe people and things in simple terms.

tikrār

de kāl myāste:

ħamal	saratān	mizān	jadi
sawər	asad	aqrab	dalwa
jawzā	sunbula	qaws	ħut

Adjective agreement:

yawa daqiqa de kum dzāy awale wradze ta

nəwi loghāt

bikhi	especially	**mela**	festival/picnic
dara	valley	**mela kegi**	(they) go on picnics
daxta	plain	**mele kawi**	(they) go on picnics
de	this	**muhim**	important
ghar	mountain	**rā**	here
khalak	people	**rādza**	actually
kho	but	**sporṭ**	sport
khog	sweet, tasty	**tra**	paternal uncle
loba	game		

gwalesurkh	name of picnic/festival held in Mazāre-sharif every spring.
khojasafā	name of picnic site in Kabul.
paghmān	name of picnic/festival area close to Kabul
sālang	name of picnic/festival area close to Kabul

Additional Vocabulary

asmān	sky	**kala kala**	sometimes
asmān shin da.	The weather is clear.	**shin**	blue/green
bād lagegi.	The wind blows.	**tal**	always
bārāni	rainy	**wāwra**	snow
hetskala	never	**wāwra woregi.**	It snows.

Unit 5, Lesson 2

pa kābal ke mele

Atiqullah: dā di mā de tra zoy amān da. dā xāghalay Sam da.

Amān: xa swa tse wume lide.

rādza - ḍer xa wakht rā warasede.

pasarlay de kābal ḍer xa mosam da.

awā bikhi xa wi.

lobe aw sporţuna shuro kegi.

khalak daxto, ghro aw daro ta dzi, mele kawi.

Sam: de melo mashhur dzāyuna kum di?

Amān: pa kābal ke de khojasafā mela ḍera mashhura da.

kho pa pasarli ke ḍera loya mela pa mazār ke kegi.

de mele ta gwale surkh wāyi.

de mele ta de ţol afghanistān khalak dzi.

Sam: de woṛi de melo dzāy chera da?

Amān: de woṛi de melo muhim dzāyuna paghmān aw sālang di.

de dwāṛo dzāyuno awā ḍera xa wi.

woba ye saṛe aw khwage di.

Questions on the Conversation

1. amān de atiqulā zoy da?
2. amān aw Sam pa kandahār ke di?
3. nun awā tsanga da?
4. pa kabal ke kuma mela mashhura da?
5. gwalesurkh mela chera kegi?
6. de woṛi de mosam de melo dzāyuna chera di?
7. pa woṛi ke de paghmān awā tsanga wi?

ṭep

rawāne khabare

Tape exercise 1.

de melo ḍer muhim dzāy _____ da.

khalak _____ ta dzi, mele kawi.

rādza tse _____ ta dzu.

Tape exercise 2.

dā di mā _____ amān da.

dā di mā _____ rābyā da.

Tape exercise 3.

de jumle joṛaxt

Adjective Class				Notes
Class 1				
wuxyār m. s. dir.	wuxyār m. pl. dir.	wuxyār m. s. obl.	wuxyāro m. pl. obl.	
wuxyāra f. s. dir.	wuxyāre f. pl. dir.	wuxyāre f. s. obl.	wuxyāro f. pl. obl.	like f1 nouns
Class 2				
staṛay m. s. dir.	staṛi m. pl. dir.	staṛi m. s. obl.	staṛo m. pl. obl.	like m3 nouns
staṛe f. s. dir.	staṛe f. pl. dir.	staṛe f. s. obl.	staṛo f. pl. obl.	like f4 nouns
Class 3				
wida m. s. dir.	wida m. pl. dir.	wida m. s. obl.	wido m. pl. obl.	like f4 nouns
wida f. s. dir.	wide f. pl. dir.	wide f. s. obl.	wido f. pl. obl.	like f1 nouns
Class 4				
zoṛ m. s. dir.	zāṛa m. pl. dir.	zāṛa m. s. obl.	zaṛo m. pl. obl.	
zaṛa f. s. dir.	zaṛe f. pl. dir.	zaṛe f. s. obl.	zaṛo f. pl. obl.	like f1 nouns
Class 5				
zṛawar m. s. dir.	zṛawar m. pl. dir.	zṛawar m. s. obl.	zṛawaro m. pl. obl.	
zṛawara f. s. dir.	zṛaware f. pl. dir.	zṛaware f. s. obl.	zṛawaro f. pl. obl.	like f1 nouns
Class 6				
xāysta m. s. dir.	xāysta m. pl. dir.	xāysta m. s. obl.	xāysta m. pl. obl.	all masc. and fem. forms are alike
xāysta f. s. dir.	xāysta f. pl. dir.	xāysta f. s. obl.	xāysta f. pl. obl.	

Class 1 adjectives (like wuxyār):

wuxyār	joṛ	jəg	khwār
ahmaq	nāst	loṭ	mast
mashhur	ḍer	mālum	badranga
zer	spin	muhım	

Class 2 adjectives (like stəṛay)

stəṛay	wagay	tagay
khobawaṛay	naway	lewanay

Class 3 adjectives (like widə)

widə	xə

Class 4 adjectives (like zoṛ)

zoṛ	woṛ	soṛ

Class 5 adjectives (like zṛawar)

zṛawar

Class 6 adjectives (like xāysta)

xāysta	khapa
nesha	nājoṛa

Irregular adjectives:

m.sg.dir.	m.pl.dir.	m.s. obl.	m. pl. obl.	f.sg. dir.	f. pl.dir.	f.sg.obl.	f. pl. obl.
tod	tāwdə	tāwdə	tawdo	tawdə	tawde	tawde	tawdo
khog	khwāgə	khwāgə	khwago	khwagə	khwage	khwage	khwago
məṛ	mṛə	mṛə	mṛo	mṛə	mṛe	mṛe	mṛo
nərəm	nərəm	nərəm	narmo	narmə	narme	narme	narmo
suṛ	srə	srə	sro	srə	sre	sre	sro
shin	shnə	shnə	shno	shnə	shne	shne	shno

koshish wəkəy

Exercise 1.

di mā məlgəray _____ da.

di mā məlgəri _____ di.

de _____ soṛəyo kitābuna dəlta di.

di mā məlgəre _____ da.

di mung məlgəre _____ di.

pə _____ kutse ke xi lās ta tāw sə.

de _____ xədzo kitābuna dəlta di.

Exercise 2.

Q: **de melo** __(adjective)__ **dzāy** __(picnic place)__ **da?**

A: **wo,** __(picnic place)__ __(adjective)__ **da.**

Q: **pə** __(month name)__ **awā amuman** __(adjective)__ **wi?**

A: **wo,** __(adjective)__ **wi./**

na, __(adjective)__ **nə wi.** __(another adjective)__ **wi.**

Q: **de kāl** __(adjective)__ **myāst** __(month name)__ **da?**

A: **wo,** __(month name)__ **da. / na,** __(month name)__ **nə da**

khabare atəre

1. Each student works up a description of the weather in his/her home town, and tells the others about it. Include variations according to month and season, and use the new vocabulary in the lesson.

2. Students carry on a conversation in Pashto about where they go for picnics or cookouts (the word **mela** can be used for both) in their home towns.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

dreyam dars:
pə logar ke pəsarlay aw woṛay

Lesson 3: Spring and Summer in Logar

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Talk about current and habitual actions.
- Name typical crops grown in the southeastern part of Afghanistan, and tell when they are planted and harvested.

tikrār

khəlak daxto ta dzi.
chera dzəy?
xpəle jabhe ta dzu.

wāṛa lare?
larəm ye.

pə khayr rāghle.
la kuma rāghlay?

nəwi loghāt

bāzə	some	**kho**	indeed
fəsəl	crop	**khwāgə**	crisp
ghaṭ	big	**melmə**	guest, visitor
kər-	sow	**mo**	our (non-emphatic)
kərwandə	farm, field	**nāzək**	good, delicious
kərəl keg-	be sown	**nor**	other
kaṭ	cot	**reb-**	reap, cut with scythe
keg-	become	**soray**	shade
ken-	sit		
kenəw-	plant		

fəsluna:

khaṭaki	melons
ghənəm	wheat
yindwāne	watermelons
bādrang	cucumber
shola	rice
tərkāri	vegetables
worbəshe	barley
lalmi	non-irrigated wheat
jwār	corn
shawtala	clover

de māmut khān pə karwanda ke

Sam: **əsalāmālaykum, māmut akā. stəṛay mə se.**

Māmut Khān: **wālaykum,** Sama! **tə stəṛay mə se. pə khayr rāghle.**

Sam: **pə khayr wose.**

Māmut Khān: **aləko,** Sam **de bārām khān melma da.**

rādzə tse zə aw tə sori tə kenu.

pə dē bəl kaṭ kena.

amin shawtala rebi, bikhi loya sawe wa.
it's grown very high.

Sam: **hamid tsə shay kari?**

Māmut Khān: **jwār kari.**

Sam: **jwār pə woṛi ke karəl kegi?**

Māmut Khān: **wo, pə woṛi ke karəl kegi.**

Sam: **nor fasluna tsə wakht karəl kegi?**

Māmut Khān: **lalmi, worbashe, tarkāri, khaṭaki aw yindwāne aw bāze nor shayān pə pasarli ke karu.**

jwār aw shole pə woṛi ke karu aw ghanam aw shawtala pə məni ke karu.

Sam: **dəlta khaṭaki kegi?**

Māmut Khān: **wo, khaṭaki mo həm ḍer nāzək aw khwāgə di.**

Unit 5, Lesson 3

Questions on the conversation

1. Sam **chera da?**
2. Sam **aw māmut khān chera keni?**
3. **amin tsa fasul rebi?**
4. **hamid tsa shay kari?**
5. **kum fasluna pa pasarli ke kari?**
6. **kum fasluna pa woṛi ke kari?**
7. **kum fasluna pa mani ke kari?**
8. **de māmut khān khaṭaki nāzak di?**

ṭep

rawāne khabare

Tape exercise 1.

pə pasarli ke _____ karu.

_____ mo həm nāzak aw khwāgə di.

pə logar ke _____ kegi.

Tape exercise 2.

jwār _____.	dəlta _____ .	wos shawtala _____ ?
karəm	kenəm	rebəm
kare	kene	rebe
kari	keni	rebi
karu	kenu	rebu
karəy	kenəy	rebəy

Tape exercise 3.

de jumle joṛəxt

Present Tense Verb Forms		
	Singular	Plural
1st person:	**jwār karəm.** corn (I) sow.	**jwār karu.** corn (we) sow.
2nd person:	**jwār kare.** corn (you) sow	**jwār karəy.** corn (you-all) sow
3rd person:	**jwār kari.** corn (he/she) sows, (they) sow	

jwār karəm.	I sow corn./I am sowing corn.
jwār karu.	We sow corn./We are sowing corn.
jwār kare.	You sow corn./You are sowing corn
jwār karəy.	You-all sow corn./You-all are sowing corn.
jwār kari.	He sows corn./He is sowing corn.
	She sows corn./She is sowing corn.
	They sow corn./They are sowing corn.

Questions and Negative Sentences with Present-Tense Verbs

jwār pə wori ke kərəm.	I sow corn in the summer./ I am sowing corn in the summer.
jwār pə wori ke kərəm?	Do I sow corn in the summer?/ Am I sowing corn in the summer?
jwār pə məni ke nə kərəm.	I don't sow corn in the fall./ I am not sowing corn in the fall.
jwār pə wori ke karu.	We sow corn in the summer./ We are sowing corn in the summer.
jwār pə wori ke karu?	Do we sow corn in the summer?/ Are we sowing corn in the summer?
jwār pə məni ke nə karu.	We don't sow corn in the fall./ We're not sowing corn in the fall.
jwār pə wori ke kare.	You sow corn in the summer./ You are sowing corn in the summer.
jwār pə wori ke kare?	Do you sow corn in the summer?/ Are you sowing corn in the summer?
jwār pə məni ke nə kare.	You don't sow corn in the fall./ You're not sowing corn in the fall.
jwār pə wori ke karəy.	You-all sow corn in the summer./ You-all are sowing corn in the summer.
jwār pə wori ke karəy?	Do you-all sow corn in the summer?/ Are you-all sowing corn in the summer?
jwār pə məni ke nə karəy.	You-all don't sow corn in the fall./ You-all are not sowing corn in the fall.
jwār pə wori ke kari.	He/she sows corn in the summer./ They sow corn in the summer./ He/she is sowing corn in the summer./ They are sowing corn in the summer.
jwār pə wori ke kari?	Does he/she sow corn in the summer?/ Do they sow corn on the summer?/ Is he/she sowing corn in the summer?/ Are they sowing corn in the summer?
jwār pə məni ke nə kari.	He/she doesn't sow corn in the fall./ They don't sow corn in the fall./ He/she isn't sowing corn in the fall./ They aren't sowing corn in the fall.

koshish wakay

1.

Positive:	Negative:	Question:
wāṛə lari.	_____	_____
lə pexawarə rāghlam.	_____	_____
de wradz tə nawroz wāyi.	_____	_____
xpəle jabhe tə dzu.	_____	_____
sporţunə shurə kegi.	_____	_____
bārām khān pezane.	_____	_____
kābəl tə dzəy.	_____	_____

2.

Q: wāṛə lar___?

A: wo, lar___ ye./ nə, nə lar___ ye.

Q: lə kum dzāya rāghl___ ?

A: lə _(place)_ rāghl___.

Q: dəltə tsə kār kaw___ ?

A: ___(occupation)___ _(form of "be")_.

khabare atare

1. Students divide into pairs. One plays the part of Sam, the other the part of Māmut Khān. Using the chart below for reference, Sam asks Māmut Khān when he (or they) plant and harvest various crops. Māmut Khān answers.

pa pasarli ke karal kegi:

- **lalmi**
- **worbashe**
- **tarkāri**
- **khaṭaki**
- **yindwāne**
- **bādrang**

pa woṛi ke karal kegi:

- **shola**
- **jwār**

pa mani ke karal kegi:

- **ghanam**
- **shawtala**

2. Students divide into pairs. One plays the part of a Pashtun living in Kabul, the other the part of a Pashtun living in Logar. They work up a conversation about spring and summer weather and activities in the city and the country, and perform it for the class.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

tsaloram dars:
pə logar ke mənay aw zəmay

Lesson 4: Fall and Winter in Logar

de səbaq hədəf

Upon completing this lesson, you will be able to:

- Describe fall and winter in rural areas.
- Use words you have already learned to talk about your activities.

tikrār

kenəm	kenu	wāyəm	wāyu	kawəm	kawu
kene	kenay	wāye	wāyay	kawe	kaway
keni		wāyi		kawi	

Commands:

spor sə	khlās kə
kuz sə	tikrār kə
lāṛ sə	chālāna kə
tāw sə	gwəl kə

nəwi loghāt

artsə	everything	**səhār**	[in the] morning
bekāra	idle, unemployed	**sandəra**	song
dawām lar-	continue	**sāz**	music
gaḍā	dance	**shpa**	night
ka	if	**spingiray**	elder
kār	work	**spəkeg-**	become lighter, lighten
khānd-	laugh	**takhmin**	almost
lwan-	read	**terəw-**	spend
majləs kəw-	make conversation	**tereg-**	pass
mājət	mosque	**wāda**	wedding
māndzə	prayer	**wredz**	cloudy
māspəxin	[in the] afternoon	**wrusta lə _____ na**	after
pə tera byā	especially	**wugd**	long
pəzṛəpore	interesting	**zyāt**	much, heavy
rixtyā	by the way		

tor aw Sam de məni aw zəmi pə bərə ke sərə ghəgegi

Tor and Sam Talk about Fall and Winter

Sam: ləkə tse pə woṛi ke tāse khələk ḍer zyāt kār kaway.
It looks like

Tor: wo! pə pəsərli aw woṛi ke kāruna ḍer zyāt wi.

pə məni ke kāruna spəkegi.

khələk nor zwənd aw sāteri tə khwashe kegi.
People turn to other concerns and amusements.
de məni de mosəm ke yawə ḍerə pəzṛəpore pexə wəduna di.

Sam: rixtyā, dəltə wāduna tsəngə wi?

Tor: wādə dwə dre shpe wugd wi.

sāz, səndəre aw gəḍā dwə-dre wrədze dawām lari.

wəduna təkhmin ṭol pə məni ke kegi.

Sam: zəmay tsəngə teregi?

Tor: pə zəmi ke ərtsə pə wāwro pəṭ wi.

khələk bikhi bekārə wi.

səṛi pə terə byā māmut akā ghunde spingiri pindzə wəkhtə māndzə tə mājət tə dzi.

əlakān həm səhār aw māspəxin mājət tə dzi, səbəq lwani, norə ṭolə wrədz lobe kawi.

kə əsmān wredz wi loyān wrustə lə māndzə nə həm ḍer wəkht pə mājət ke terəwi, məjlas kawi.

Sam: **tsə sərə wāyi?**

Tor: **kə rixtyō dər tə wəwāyəm, əksərə khpəl xə əw de nərə bəd**
If I tell thetruth to you, they often speak well of themselves and bad of others!
wāyi.

dwāṛə khāndi....

Questions on the Conversation

1. Sam **əw tor chera di?**
2. **pə pəsərli əw woṛi kāruna zyāt wi?**
3. **pə məni ke kāruna zyāt wi?**
4. **wəduna tsə wəkht wi?**
5. **tsə shəy dwə-dre wrədze dəwām lari?**
6. **pə zəmi ke tsok bekāra wi?**
7. **pə zəmi ke spingiri əmuməm chera dzi?**
8. **pə zəmi ke əwā tsəngə wi?**

ṭep

rawāne khabare

Tape exercise 1.

_____ pa kor ke nāst yu.
- māspaxin
- sahār
- hetskala
- kala kala
- ka wāwra woregi
- tal

rādza tse _____.
- dars lwanu
- resturan ta dzu
- kār kawu
- majlas kawu
- mela kawu
- khāndu

bārām khān _____ pezani.
- Sam
- tor
- māmut khān
- de māmut khān zāman
- de tor akā
- di da melmāna

Tape exercise 2

de jumle joṛəxt

Present Tense Forms of Compound Verbs with **kə-**

Command form:

wrədz pə mājət ke ter kə.	Spend the day in the mosque.

Present tense forms:

wrədz pə mājət ke terəwəm.	I'm spending the day in the mosque.
wrədz pə mājət ke terəwu.	We're spending the day in the mosque.
wrədz pə mājət ke terəwe.	You're spending the day in the mosque.
wrədz pə mājət ke terəway.	You-all are spending the day in the mosque.
wrədz pə mājət ke terəwi.	He/she/they is/are spending the day in the mosque.

Compound verbs with **kə** from previous lessons:

Command form:	Present tense form:
tikrār kə	**tikrārəwəm**, etc.
khlās kə	**khlāsəwəm**, etc.
gwəl kə	**gwələwəm**, etc.
jəg kə	**jəgəwəm**, etc.
wāz kə	**wāzəwəm**, etc.
chālān kə	**chālānəwəm**, etc.
raṇā kə	**raṇā kəwəm**, etc.
səyi kə	**səyi kəwəm**, etc.
tərjumə kə	**tərjumə kəwəm**, etc.
porə kə	**porə kəwəm**, etc.
portə kə	**portə kəwəm**, etc.
xkatə kə	**xkatə kəwəm**, etc.

Present Tense Forms of Compound Verbs with **sə**

Command form:

māspəxin de māmut khān lə karwande nə ter sə.
This afternoon, pass by Mahmut Khān's farm.

Present tense forms:

māspəxin de māmur khān lə karwande nə terəwəm.
This afternoon, I'm passing by Mahmut Khān's farm..
māspəxin de māmur khān lə karwande nə terəwu.
This afternoon, we're passing by Mahmut Khān's farm.
māspəxin de māmur khān lə karwande nə terəwe.
This afternoon, you're passing by Mahmut Khān's farm.
māspəxin de māmur khān lə karwande nə terəway.
This afternoon, you-all are passing by Mahmut Khān's farm.
māspəxin de māmur khān lə karwande nə terəwi.
This afternoon, he/she/they is/are passing by Mahmut Khān's farm.

Compound verbs with **sə** from previous lessons:

Command form:	Present tense form:
karār sə	**karāregəm**, etc.
spor sə	**sporegəm**, etc.
kuz sə	**kuzegəm**, etc.
tāw sə	**tāwegəm**, etc.
ter sə	**teregəm**, etc.
widə sə	**widə kegəm**, etc.
spək sə	**spəkegəm**, etc.

Note:

lāṛ sə	**dzəm**, etc.

koshish wəkəy

Exercise 1.

Teacher: Gary, **kitāb de khlās ka.**
(Gary opens his book.)
Teacher (to Bob): Gary **tsə kawi?**
Bob: **kitāb khlāsawi.**

Teacher: Bob, **dəlta kena.**
(Bob sits)
Teacher (to Tom): Bob **tsə kawi?**
Tom: **kenawi.**
Teacher: (continues around the classroom)

Exercise 2.

A: __(season)__ **da. māmut khān wos** _(verb)_?

B: **wo,** __(verb)__. /
na, __(negative verb)__. __(other verb)__.

A: __(season)__ **da. atiqulā nyāzi wos** _(verb)_?

B: **wo,** __(verb)__. /
na, __(negative verb)__. __(other verb)__.

A: **de māmut khān zaman pa** _(season)_ **ke amuman** _(verb)_?

B: **wo, pa** _(season)_ **ke amuman** _(verb)_./
na, pa _(season)_ **ke amuman na** _(verb)_. **amuman** _(verb)_.

A: **amān pa** _(season)_ **ke amuman** _(verb)_?

B: **wo, pa** _(season)_ **ke amuman** _(verb)_./
na, pa _(season)_ **ke amuman na** _(verb)_. **amuman** _(verb)_.

Exercise 3.

pa kor ke amuman tsa kawe?

pa karwande ke khalak amuman tsa kawi?

xowunki pa sinf ke tsa kawi?

shagardān pa sinf ke tsa kawi?

khəbare ətare

1. Students carry on a conversation about the seasons and weather in their home towns, and (vocabulary will be limited here) seasonal activities. include phrases like **təl, hetskələ, məspəxin, səhər, kələ kələ, kə wəwrə woregi, kə bəd ləgegi, kə əsmən shin wi,** etc. Include in the conversation questions about the weather in other students' home towns, e.g., **pə** Seattle **ke kələ kələ əsmən shin wi?**, etc.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Daily Life

pindzam dars: tıkrār

Lesson 5: Review

de sabaq hadaf

Upon completing this lesson, you will be able to talk about:

- the months of the Pashto year.
- the seasons and the weather.
- seasonal activities in the city and the country in Afghanistan.
- your daily activities.

tıkrār

Tape exercise 1.

Unit 5, Lesson 5

Tape exercise 2.

Notes on the lecture:

tsalor mosama: _____ _____

_____ _____

de pasarli myāste: _____ _____ _____

de woṛi myāste: _____ _____ _____

de mani myāste: _____ _____ _____

de zami myāste: _____ _____ _____

pasarlay de _____ **mosam da.**

woṛay de _____ **mosam da.**

manay de _____ **mosam da.**

zamay de _____ **mosam da.**

kāl de _____ **shuro kegi.**

Exercise 3.

Adjective Review:

Class 1:

teyār	ghaṭ	wuxyār	joṛ
jag	khwār	ahmaq	nāst
laṭ	mast	mashhur	ḍer
mālum	badranga	zer	spin
muhim	wredz	wugd	nazak

Class 2:

staṛay	khobawaṛay	wagay	naway
lewanay			

Class 3:

wida	xa

Class 4:

zoṛ	woṛ	soṛ

Class 5:

zṛawar

Class 6:

bekāra	zyāt	nājoṛa	xāysta
nesha	khapa	baze	

Irregular:

tod	khog	maṛ	naram
suṛ	shin	paṭ	

Unit 5, Lesson 5

Conversation 1: awā

pasarlay	nan	bārāni	wāwra
woṛay	was	tod	asmān
manay	amuman	soṛ	bād
zamay	tsa wakht	xa	
masam	kala kala	narma	lageg-
kāl	hetskala	ḏer	woreg-
myāst	tal	shin	
wradz		wredz	
shpa			

Conversation 2: pa sinf ke

kitāb	xowunkay	wāza kaw-
ṯep	zdakawunkay	pora kaw-
takhta	zdakawunke	porta kaw-
tafri	shāgard	xkata kaw-
kitābcha	malgaray	dz-
kaṛkay	melma	raṇā kaw-
dars	spāyi	gwal kaw-
darwāza		wida keg-
parda	khabawaṛay	kaw-
barq	wuxyār	majlas kaw-
tsawkay	nāst	lwan-
mez	mast	kār kaw-

Conversation 3: pa karwande ke

pasarlay	bādrang	yindwāna	reb-
woṛay	shawtala	shola	kar-
manay	tarkāri	ghanam	karal keg-
zamay	jwār	nyālgay	kenaw
	lalmay	khaṭakay	keg-
	warbasha	fasal	kaw-

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

awal dars: de wradze bel bel wakhtuna

Lesson 1: The Different Times of Day

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Talk about activities happening at particular times of the day and week.

tikrār

səhār	wradz	myāste:
maspəxin	hafta	ĥamal, sawar, jawzā
	kāl	saratān, asad, sunbula
	mosəm	mizān, aqrab, qaws
	myāst	jadi, dalwa, ĥut

nəwi loghāt

khushāla	happy	**woseg-**	live
rukhsat	off (not working)	**yaw dzal**	once
tar _____(a) pore	until		

Additional vocabulary

ḍoḍay khr-	eat (food)
pātseg-	get up
wida keg-	go to bed
la malgaro sara gor-	meet with friends

wradze:

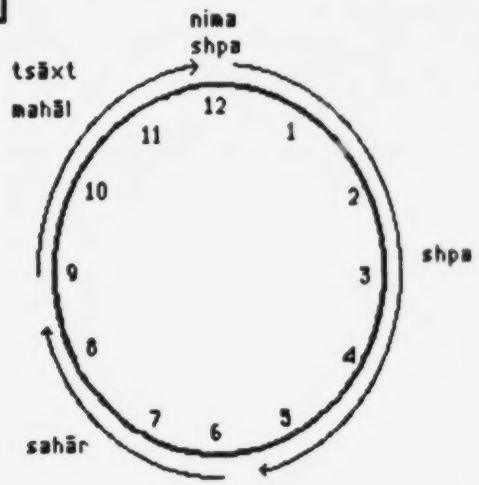
shambe	Saturday
yakshambe	Sunday
du shambe	Monday
se shambe	Tuesday
chār shambe	Wednesday
panshambe	Thursday
juma	Friday

de wradze wakhtuna:

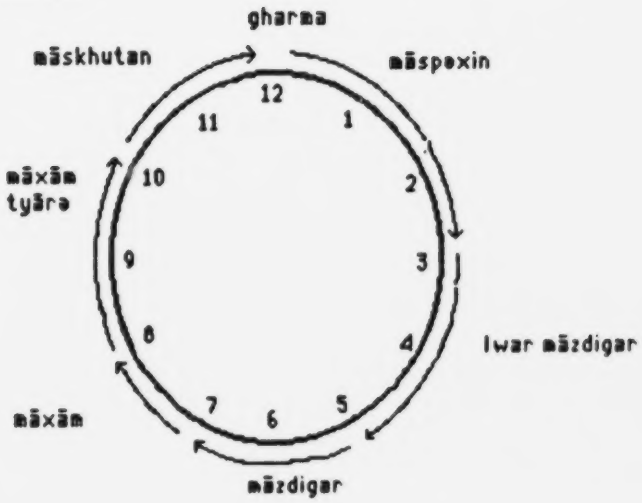
sahār	morning (just after dawn)
tsāxt mahāl	late morning
gharma	noon
māspaxin	afternoon (sun is high in the sky)
lwaṛ māzdigar	early late afternoon (sun is still fairly high)
māzdigar	late afternoon (sun is close to the horizon)
māxām	dusk (sun has set, but there is still light)
māxām tyāra	evening (sky is dark)
māskhutan	late evening (about 9 - 12 p.m.)
nima shpa	midnight

Time-of-day words and clock hours

A.M.



P.M.



de amān kār

Sam: **tsə kār kawe?**

Amān: **pə rādiyo ke natāq yəm.**
I'm a radio news broadcaster.

Sam: **tsənga, lə kār sara khushāla ye?**

Amān: **nor xə da, kho wakht ye yawtsə gaḍwaḍ da.**
Its schedule is somewhat irregular; otherwise it's fine.

Sam: **amuman tsə wakht kār ta dze?**

Amān: **de shambe aw yakshambe pə wradz sahār dzəm aw māzdigar berta rādzəm.**

de hafte nore wradze gharma dzəm aw māxām berta rādzəm.

Sam: **de jume pə wradz kho rukhsat ye.**

Amān: **wo, rukhsat yəm.**

Questions on the Conversation

1. Sam **aw amān chera di?**
2. **amān tsə kār kawi?**
3. **amān lə kār sara khushāla da?**
4. **amān tsə wradz kār ta dzi?**
5. **amān de shambe pə wradz tsə wakht berta rādzi?**
6. **de amān akā pə kābəl ke wosegi?**
7. **amān de jume pə wradz kār kawi?**
8. **amān de shambe pə wradz tsə wakht kār ta dzi?**

ʒep

de asad de kār wakht

	kār ta dzi:	berta rā dzi:
shambe:	_____	_____
yakshambe:	_____	_____
du shambe:	_____	_____
se shambe:	_____	_____
chār shambe:	_____	_____
panshambe:	_____	_____
juma:	_____	_____

rawāne khabare

Tape exercise 1.

de _____ pə wrədz dərs lwanu.

_____ dərs lwanu.

de _____ pə wrədz səhār dərs tə dzu.

Tape exercise 2.

_____ kələ kələ bād lagegi.

_____ tse kawe?

_____ dərs lwanam.

Tape exercise 3.

pə hafte ke dre dzələ _____

pə wrədz ke yaw dzəl _____

Tape exercise 4.

de jumle joṛəxt

Time phrase	Rest of sentence
shambe Saturday	**kār tə dzəm.** work to (I) go.
de shambe pə wrədz of Saturday in day	
pə ɦəmal ke in March-April	**mele kəwi.** picnics (they) do.
de ɦəmal pə myāst ke of Mar-Apr. in month	
pəsarlay spring	**awā nərmə wi.** weather good is
pə pəsarli ke in spring	
de pəsarli pə mosəm ke of spring in season	

shambe kār tə dzəm. — On Saturday I go to work.
de shambe pə wrədz kār tə dzəm. — On Saturday I go to work.

pə ɦəmal ke mele kəwi. — In March-April, they go on picnics.
de ɦəmal pə myāst ke mele kəwi. — In March-April, they go on picnics.

pəsarlay awā nərmə wi. — In spring the weather is good.
pə pəsarli ke awā nərmə wi. — In spring the weather is good.
de pəsarli pə mosəm ke awā nərmə wi. — In spring the weather is good.

koshish wakay

1. pasarlay aw manay awā ḏera xa aw narma wi.
   woṛay awā tawda wi aw zamay bikhi saṛa wi.
   pasarlay awā bikhi xa wi.
   pasarlay lobe aw sporţuna shuro kegi.
   pasarlay khalak daxto, ghro aw daro ta dzi, mele kawi.
   pasarlay ḏera loya mela pa mazār ke kegi.
   de woṛi de melo dzāy chera da?
   de woṛi de melo ḏer muhim dzāy paghmān da.
   de woṛi de melo bal muhim dzāy sālang da.
   jwār woṛay karal kegi?
   ḏer shayān pasarlay karu.
   lalmi, worbashe, tarkāri aw bāza nor shayān pasarlay karu.
   jwār aw shale woṛay karu.
   ghanam aw shawtala manay karu.
   woṛay tāse khalak ḏer zyāt kār kaway.
   pasarlay aw woṛay kāruna ḏer zyāt wi.
   manay kāruna spakegi.
   manay waduna kawu.
   zamay artsa pa wāwro paţ wi.
   zamay khalak biki bekāra wi.

2. de _____ pa wradz tsa kawe?

   de _____ pa wradz _____.

   _____ tsa kawe?

   _____ _____.

khabare atare

1. Variation on "Buzz":
   Student A: **nima shpa**
   Student B: **shpa**
   Student C: **sahār**
   Student D: **tsāxt mahāl**
   Student E: **gharma**
   Student A: **māspaxin**

Students continue at a fast pace through the time-of-day names. A student who can't keep up the pace or gives the wrong word in the sequence is out. Students continue going through the time-of-day names until there is only one student left.

Students do the same with the day names, and if the review is desirable, with the month names.

2. Students choose a time of day (the conversation will be more interesting if they choose a time when they are not all doing the same thing) and ask one another what they do at that time on different days of the week.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

doyam dars: tārikhuna

Lesson 2: Dates

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Use the cardinal and ordinal numbers up to 31.
- Talk about particular dates in the Pashto calendar.

tikrār

yaw	dwa	dre	tsalor	pindzə
shpag	we	əta	nəha	las

ħamal	sawər	jawzā	saratān	asad	sunbula
mizān	aqrab	qaws	jadi	dalwa	ħut

nəwi loghāt

pāte keg-	stay
kor	house
rukhsati	day off, vacation

Additional vocabulary

tārikh	date, as in "What's the date today?"

Cardinals		Ordinals	
yəwolas	11	**yəwolasəm**	11th
dolas	12	**dolasəm**	12th
dyərlas	13	**dyərlasəm**	13th
tswərlas	14	**tswərlasəm**	14th
pindzəlas	15	**pindzəlasəm**	15th
shpāṛas	16	**shpāṛasəm**	16th
wələs	17	**wələsəm**	17th
ətələs	18	**ətələsəm**	18th
nunəs	19	**nunəsəm**	19th
shəl	20	**shəlam**	20th
yəwist	21	**yəwistəm**	21st
dwəwist	22	**dwəwistəm**	22nd
dərwist	23	**dərwistəm**	23rd
tsələrist	24	**tsələristəm**	24th
pindzəwist	25	**pindzəwistəm**	25th
shpəgwist	26	**shpəgwistəm**	26th
wəwist	27	**wəwistəm**	27th
ətəwist	28	**ətəwistəm**	28th
nəhəwist	29	**nəhəwistəm**	29th
ders	30	**dersəm**	30th
yəwders	31	**yəwdersəm**	31st

afghanistān ta de Sam safar

Sam's Trips to Afghanistān

Amān: tsa wakht berta pexawar ta dze?

Sam: de ħamal pa pindzalasam berta pexawar ta dzam.

Amān: afghanistān ta byā tsa wakht rādze?

Sam: de saratān tar pindzawistama pore pa pexawar ke yam.

de saratān pa shalam logar ta dzam.

de saratān la shalama de asad tar awala de bārām khān kara pāte kegam.

Amān: la logara kho byā kābal ta rādze.

Sam: sakāl byā kābal ta na sam rātlay. nora rukhsati na larām.
I can't come back to Kabul this year.

Amān: nor ţol kāl pa pexawar ke tirawe aw ka amrikā ta ham dze?

Sam: nor ţol kāl pa pexawar ke tirawam.

Questions on the conversation

1. Sam pa kum tārikh pexawar ta dzi?
2. tsa wakht afghanistān ta rā dzi?
3. Sam pa logar ke tsa kawi?
4. Sam tsa wakht logar ta dzi?
5. tsa wakht de bārām khān kara dzi?
6. Sam sakāl tsanga afghanistān ta na rādzi?

ṭep

myāsṭ:	wrədze:	myāsṭ:	wrədze:
ħəməl	_____	mizān	_____
səwər	_____	əqrəb	_____
jəwzā	_____	qəws	_____
sərətān	_____	jədi	_____
əsəd	_____	dəlwə	_____
sunbulə	_____	ħut	_____

rewāne khabare

Tape exercise 1.

de saratān pa _____ logar ta dzam.

de _____ pa yawolasam kābal ta dzay.

Tape exercise 2.

Exercise 3

saratān						
juma	pan-shambe	chār shambe	se shambe	du shambe	yak-shambe	shambe
4	3	2	1			
11	10	9	8	7	6	5
18	17	16	15	14	13	12
25	24	23	22	21	20	19
	31	30	29	28	27	26

asad						
juma	pan-shambe	chār shambe	se shambe	du shambe	yak-shambe	shambe
1						
8	7	6	5	4	3	2
15	14	13	12	11	10	9
22	21	20	19	18	17	16
29	28	27	26	25	24	23
					31	30

Exercise 4.

juma	pan-shambe	chār shambe	se shambe	du shambe	yak-shambe	shambe

de jumle joṛəxt

Dates				
de	month	prep	ordinal	prep
de	ɦamal sawar jawzā saratān etc.	pə lə tər	pindzalasam atam dersam doyam shpagwistam etc. pindzalasam	-ə pore

de ɦamal pə pindzalasam.....
Sam de ɦamal pə pindzalasam pexawar tə dzi.

on the fifteenth of ɦamal...
On the fifteenth of ɦamal Sam goes to Peshawar.

de sawar lə atama.....
Sam de sawar lə atama wrusta pexawar ke kār kawi.

from the eighth of Sawar...
Sam is working in Peshawar after the eighth of Sawar.

de jawzā tər dersama pore...
Sam de jawzā tər dersama pore pə pexawar ke də.

until the thirtieth of Jawzā.....
Sam is in Peshawar until the the thirtieth of Jawzā.

de saratān pindzalasam...
de saratān pindzalasam ɖera xa wradz də.

the fifteenth of Saratān...
The fifteenth of Saratān is a very good day.

koshish wəkəy

Exercise 1.

de ñamal pə pindzəlasəm _____.

de sawər lə atəma wrusta _____.

de jawzā tər dersəma pore _____.

de saratān pindzəlasam _____.

Exercise 2.

Sam de _____ pə _____ amrikā ta dzi.

tor de _____ tər _____-a pore pə kābəl ke da.

sakāl de _____ _____ chār shambe da.

Exercise 3.

ɦamal						
juma	pan-shambe	chār shambe	se shambe	du shambe	yak-shambe	shambe
6	5	4	3	2	1	
13	12	11	10	9	8	7
20	19	18	17	16	15	14
27	26	25	24	23	22	21
			31	30	29	28

Sam de ɦamal pə pindzələsəm kābəl tə dzi. amān de ɦamal pə shpagam de otiqulə karə dzi. Sam de ɦamal pə otəm de amān aw rābyā karə dzi. ʈol de ɦamal pə dyarlasəm khojasafā tə mele tə dzi. Sam de ɦamal pe yawolasəm de rābyā maktab tə dzi. Sam de ɦamal pə lasəm amrikā tə telefun kawi. Sam aw amān de ɦamal pə dolasəm dukānuno tə dzi. Sam de ɦamal pə pindzələsəm berta pexawər tə dzi.

de ɦamal __(ordinal)__ tsə wrədz da?

de ɦamal pə __(ordinal) Sam tsə kawi?

Sam tsə wakht __(activity)__?

khabare atare

Students construct a double calendar for the time remaining in their Pashto studies. The calendar can be based on the Pashto system (like the sample given in the Workbook in the Cultural Notes section), with the western dates included, or it can be based on the western system (a suitable calendar can be purchased at any office supply store, and the Pashto dates written in). In either case, the calendar should be durable enough to last the rest of the course. Mark holidays, students' birthdays and other dates of interest on the calendar.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

dreyam dars: tso baje di?

Lesson 3: What Time Is It?

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Tell the time in Pashto, and use time phrases.

tikrār

yəw/yəwə	tsəlor	wə	ləs
dwə	pindzə	ətə	yəwoləs
dre	shpag	nəhə	doləs

pindzə	ləs	pindzələs	shəl	pindzəwist

nəwi loghāt

daftar	office	**raseg-**	reach
khwadzeg-	start out	**rukhsateg-**	become free
kor	house		

māspəxini	in the afternoons, of an afternoon
sahāri	of a morning, in the mornings

Time-telling phrases:

baja	time (literally "clock")
kam	lacking (parallel to English "to" as in "ten to seven")
pāw	quarter
bānde	after
nim	half (in time-telling context, "thirty" as in "nine-thirty")

Additional vocabulary:

tso baje di?	What time is it?
pə tso bajo....	at what time.....
khwəshe	free
tafri	break (free time between work periods)

de amān de kār wakhtuna

Sam: **daftar ta pa tsa shi ke dze?**

Amān: **pa sarwes ke dzam.**

Sam: **sahāri pa tso bajo khwadzege?**

Amān: **sahāri pa pāw bānde shpago bajo khwadzegam.**

Sam: **pa tso bajo rukhsategе?**

Amān: **pa pāw kam tsaloro bajo rukhsategam.**

Sam: **de shpe tsa wakht rukhsategе?**

Amān: **de shpe amuman pa las kam yawolaso bajo rukhsategam.**

Sam: **de shpe kor ta pa tsa shi ke rādze?**

Amān: **de rādiyo pa moṭar ke rādzam.**

Questions on the Conversation

1. **amān aw Sam chera di?**
2. **amān daftar ta pa tsa shi ke dzi?**
3. **de shpe kor ta pa tsa shi ke dzi?**
4. **amān sahāri kār ta pa tso bajo khwadzegi?**
5. **amān de shpe pa tso bajo rukhsategi?**

ṭep

rawāne khabare

Tape exercise 1.

kār pa pāw bānde _____ bajo shuro kegi.

pa _____ laso bajo tafri laru.

wos takhmin pāw bānde _____ baje di.

Tape exercise 2.

de jumle joɽəxt

General Time-telling: It's _____
yəwə bəjə də. one clock is.
pindzə bānde yəwə bəjə də. five after one clock is.
ləs bānde yəwə bəjə də. ten after one clock is.
pāw bānde yəwə bəjə də. quarter after one clock is.
shəl bānde yəwə bəjə də. twenty after one clock is.
pindzəwist bānde yəwə bəjə də. twenty-five after one clock is.
yəwə nimə bəjə də. one half clock is.
pindzəwist kəm dwə bəje di. twenty-five to two clocks are.
shəl kəm dwə bəje di. twenty to two clocks are.
pāw kəm dwə bəje di. quarter to two clocks are.
ləs kəm dwə bəje di. ten to two clocks are
pindzə kəm dwə bəje di. five to two clocks are.

yawa baja da.	It's one o'clock.
pindza bānde yawa baja da.	It's five after one.
las bānde yawa baja da.	It's ten after one.
pāw bānde yawa baja da.	It's a quarter after one.
shal bānde yawa baja da.	It's twenty after one.
pindzawist bānde yawa baja da.	It's twenty-five after one.
yawa nima baja da.	It's one-thirty.
pindzawist kam dwa baje di.	It's twenty-five to two.
shal kam dwa baje di.	It's twenty to two.
pāw kam dwa baje di.	It's a quarter to two.
las kam dwa baje di.	It's ten to two.
pindza kam dwa baje di.	It's five to two.

General Time-telling: at _____....

pə yawe baje...
at one clock

pə pindzə bānde yawe baje...
at five after one clock

pə las bānde yawe baje...
at ten after one clock

pə pāw bānde yawe baje...
at quarter after one clock

pə shəl bānde yawe baje...
at twenty after one clock

pə pindzəwist bānde yawe baje...
at twenty-five after one clock

pə yawe nime baje...
at one half clock

pə pindzəwist kam dwo bajo...
at twenty-five to two clocks

pə shəl kam dwo bajo...
at twenty to two clocks

pə pāw kam dwo bajo...
at quarter to two clocks

pə las kam dwo bajo...
at ten to two clocks

pə pindzə kam dwo bajo...
at five to two clocks

pə yawe baje...	at one o'clock...
pə pindzə bānde yawe baje...	at five after one...
pə las bānde yawe baje...	at ten after one...
pə pāw bānde yawe baje...	at a quarter after one...
pə shəl bānde yawe baje...	at twenty after one...
pə pindzəwist bānde yawe baje...	at twenty-five after one...
pə yawe nime baje...	at one-thirty...
pə pindzəwist kam dwo bajo...	at twenty-five to two...
pə shəl kam dwo bajo...	at twenty to two...
pə pāw kam dwo bajo...	at a quarter to two...
pə las kam dwo bajo...	at ten to two...
pə pindzə kam dwo bajo...	at five to two...

Unit 6, Lesson 3

Time-telling around 1 o'clock: (**baja** is singular)	Time-telling around 2 o'clock: (**baja** is plural)
pindzəwist kam yawa baja da.	**pindzəwist kam dwa baje di.**
shəl kam yawa baja da.	**shəl kam dwa baje di.**
pāw kam yawa baja da.	**pāw kam dwa baje di.**
las kam yawa baja da.	**las kam dwa baje di.**
pindza kam yawa baja da.	**pindza kam dwa baje di.**
yawa baja da.	**dwa baje di.**
las bānde yawa baja da.	**las bānde dwa baje di.**
pāw bānde yawa baja da.	**pāw bānde dwa baje di.**
pāw bānde yawa baja da.	**pāw bānde dwa baje di.**
shəl bānde yawa baja da.	**shəl bānde dwa baje di.**
pindzəwist bānde yawa baja da.	**pindzəwist bānde dwa baje di.**
yawa nima baja da.	**dwa nime baje di.**
pə pindzəwist kam yawe baje...	**pə pindzəwist kam dwo bajo...**
pə shəl kam yawe baje...	**pə shəl kam dwo bajo...**
pə pāw kam yawe baje...	**pə pāw kam dwo bajo...**
pə las kam yawe baje...	**pə las kam dwo bajo...**
pə pindza kam yawe baje...	**pə pindza kam dwo bajo...**
pə yawe baje...	**pə dwo bajo...**
pə pindza bānde yawe baje...	**pə pindza bānde dwo bajo...**
pə las bānde yawe baje...	**pə las bānde dwo bajo...**
pə pāw bānde yawe baje...	**pə pāw bānde dwo bajo...**
pə shəl bānde yawe baje...	**pə shəl bānde dwo bajo...**
pə pindzəwist bānde yawe baje...	**pə pindzəwist bānde dwo bajo..**
pə yawe nime baje...	**pə dwa nimo bajo...**

Oblique plural forms of numbers used in time-telling:

(no plural form for **yawa**)	**wo**
dwo	**əto**
drewo	**nəho**
tsaloro	**laso**
pindzo	**yawolaso**
shpago	**dolaso**

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koshish wakay

1. **tso baje di?** _____ **di.**

9:40 _____

11:55 _____

6:45 _____

10:15 _____

4:30 _____

5:15 _____

12:50 _____

1:25 _____

7:35 _____

8:20 _____

2. pa _____ rukhsategam.

5:25 _____

11:20 _____

1:30 _____

3:10 _____

10:50 _____

8:35 _____

12:45 _____

9:15 _____

2:40 _____

4:05 _____

khabare atare

Students work up a description (in "lecture" form) of their Pashto class schedule. The description should include the time that each class period starts and ends and the coffee and lunch breaks. When an acceptable "lecture" has been worked out, students recast it in schedule form for posting in the classroom.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

tsaloram dars: de māndzə wakhtuna

Lesson 4: Prayer Times

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Name the times that Pashtuns pray.
- Express the prayer times and time-of-day words in clock time.

tɪkrār

dir. sg.: **mundz**
dir. pl.: **mandzuna**
obl. sg.: **māndzə**
obl. pl.: **mandzo/mandzuno**

nima shpa	**tsāxt mahāl**	**māzdigar**
shpa	**gharma**	**māxām**
sahār	**māspəxin**	**māxām tyār**
		māskhutan

dwa baje di.
pindzə bānde dwa baje di.
las bānde dwa baje di.
pāw bānde dwa baje di.
shal bānde dwa baje di.
pindzəwist bānde dwa baje di.

dwa nima baje di.
pindzəwist kam dre baje di.
shal kam dre baje di.
pāw kam dre baje di.
las kam dre baje di.
pindzə kam dre baje di.

nəwi loghāt

chərgbāng mahāl	cockcrow
lə _____ nə wrusta	after
mulāzān	first call to prayers
mundz kaw-	say prayers
rasaw-	cause to reach
sangar	bulwark
sabāta	tomorrow
yawtsa	somewhat, a little

Additional Vocabulary

dama	rest
dzān	self
ḍoḍəy	dinner
gharmanāray	lunch
moda	time
sabanāray	breakfast
wale	why? what is happening?

kara = pə kor ke, kor ta

Prayer times:

sahār	early dawn, before sunrise
māspəxin	just after noon
māzdigar	late afternoon
māxām	just after sunset
māskhutan	about two hours after sunset

Places in Logar:

madāgha	**denaw**
zarghun xār	**surkhāw**
borg	**musākhel** (clan name, used as village name)

Unit 6, Lesson 4

tor borg ta dzi

Tor: **zə aw spin səbāta borg ta dzu.**

Sam: **tsə wakht khwadzegəy?**

Tor: **chargbāng mahāl la madāghe na khwadzegu.**

səbanāray de kalim kalā ta rasawu.

la səbanāri na wrusta məkhāməkh zarghun xār ta dzu.

Sam: **pə zarghun xār ke tsok pezanəy?**

Tor: **wo. malak surgwal di mā de tra malgaray da.**

de māxām mundz de malak surgwal pə mājat ke kawu.

de māskhutan mundz surkhāw ta rasawu.

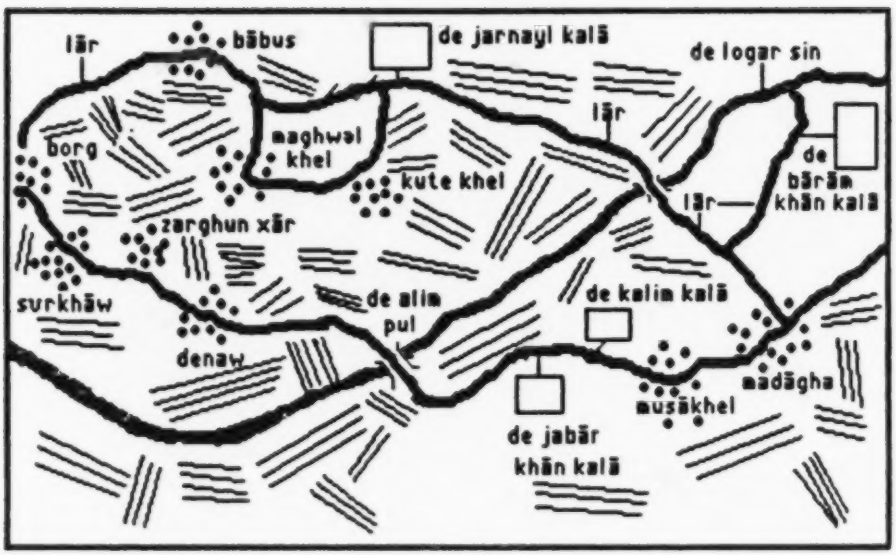
de māskhutan la māndzə na wrusta borg ta dzu.

alta dwa nime myāste la qumandān aslam sara pə sangar ke tarawu.

Questions on the conversation

1. **tor aw spin chara dzi?**
2. **tsə wakht khwadzegi?**
3. **de māxām mundz chara kawi?**
4. **la kum dzāya khwadzegi?**
5. **səbanāray chara khwri?**

ţep


lār
bābus
de jarnayl kalā
de logar sin
lār
borg
maghwal khel
kute khel
de bārām khān kalā
lār
zarghun xār
surkhāw
de alim pul
de kalim kalā
denaw
mādāgha
musākhel
de jabār khān kalā

rawāne khabare

Tape exercise 1.

de _____ mundz pa surkhāw ke kawam.

de _____ mundz chera rasaway?

de _____ la māndza na wrusta khwadzegu.

Tape exercise 2.

sabanāray _____ khwram.

radzā tse gharmanāray _____ wakhwru.

la ḍoḍay na wrusta _____.

Tape exercise 3.

koshish wakay

Exercise 1.

de māndzə wakhtuna

pə zəmi ke

de səhār mundz: nizde pə wo bajo wi.

de māspəxin mundz: nizde pə pāw bānde dolaso bajo wi.

de māzdigar mundz: nizde pə dre nimo bajo wi.

de māxām mundz: nizde pə pindzo bajo wi.

de māskhutən mundz: nizde pə wo bajo wi.

pə pəsərli aw məni ke

de səhār mundz: nizde pə shpago bajo wi.

de māspəxin mundz: nizde pə pāw bānde dolaso bajo wi.

de māzdigar mundz: nizde pə tsalor nimo bajo wi.

de māxām mundz: nizde pə shpago bajo wi.

de māskhutən mundz: nizde pə ato bajo wi.

Unit 6, Lesson 4

pə woṛi ke

de sahār mundz:	nizde pə tsalor nimo bajo wi.
de māspəxin mundz:	nizde pə pāw bānde dolaso bajo wi.
de māzdigar mundz:	nizde pə shpag nimo bajo wi.
de māxām mundz:	nizde pə ato bajo wi.
de māskhutan mundz:	nizde pə laso bajo wi.

Exercise 2.

de wradze wakhtuna aw baje

pə zəmi ke

nima shpa:	nizde pə dolaso bajo wi.
shpa:	nizde lə dolaso bajo na tər wo bajo pore wi.
sahār:	nizde lə wo bajo na tər naho bajo pore wi.
tsāxt mahāl:	nizde lə naho bajo na tər dolaso bajo pore wi.
gharma:	nizde pə dolaso bajo wi.
māspəxin:	nizde pə pāw bānde dolaso bajo wi.
lwaṛ māzdigar:	nizde lə dolaso bajo na tər dre nimo bajo pore wi.
māzdigar:	nizde pə dre nimo bajo wi.
māxām:	nizde pə pindzo bajo wi.
māxām tyāra:	nizde lə pindzo bajo na tər wo bajo pora wi.
māskhutan:	nizde pə wo bajo wi.

pə pəsərli əw məni ke

nimə shpə:	**nizde pə doləso bəjo wi.**
shpə:	**nizde lə doləso bəjo nə tər shpəgo bəjo pore wi.**
səhār:	**nizde lə shpəgo bəjo nə tər nəho bəjo pore wi.**
tsāxt məhāl:	**nizde lə nəho bəjo nə tər doləso bəjo pore wi.**
ghərmə:	**nizde pə doləso bəjo wi.**
māspəxin:	**nizde pə pāw bānde doləso bəjo wi.**
lwəṛ māzdigər:	**nizde lə pāw bānde doləso bəjo nə tər tsəlor nimə bəjo pore wi.**
māzdigər:	**nizde pə tsəlor nimə bəjo wi.**
māxām:	**nizde pə shpəgo bəjo wi.**
māxām tyārə:	**nizde lə shpəgo bəjo nə tər ətə bəjo wi.**
māskhutən:	**nizde pə ətə bəjo wi.**

Unit 6, Lesson 4

pə woṛi ke

nimə shpə:	**nizde pə dolaso bajo wi.**
shpə:	**nizde lə dolaso bajo nə tər təkhmin tsalor nimo bajo pore wi.**
sahār:	**nizde lə tsalor nimo bajo nə tər naho bajo pore wi.**
tsāxt mahāl:	**nizde lə naho bajo nə tər dolaso bajo porewi.**
gharmə:	**nizde pə dolaso bajo wi.**
māspaxin:	**nizde lə dolaso bajo nə tər tsalor nimo bajo pore wi.**
lwaṛ māzdigar:	**nizde lə tsalor nimo bajo nə tər shpago bajo pore wi.**
māzdigar:	**nizde lə shpag nimo bajo tər ato bajo pore wi.**
māxām:	**nizde pə ato bajo wi.**
māxām tyārə:	**nizde lə ato bajo nə tər las bajo pore wi.**
māskhutən:	**nizde pə las bajo wi.**

Exercise 3

pə ___(season)___ ke ___(time-of-day)___ **nizde pə tso bajo wi?**

pə ___(season)___ ke ___(prayer time)___ **nizde pə tso bajo wi?**

khəbəre ətəre

Using the map of Logar, students plan Tor's and Spin's return trip from Borg to Madāgha. They should include stops for prayers, meals, and an overnight visit with Jabār Khān.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

pindzəm dars: tıkrār

Lesson 5: Review

de sabaq hadaf

Upon completing this lesson, you will be able to talk about:

- The days of the week.
- The months of the year.
- Numbers from 1 to 31.
- The expression of dates.
- Time-telling.
- Names for the times of day.
- Prayer times.

tıkrār

Time review

shambe
yakshambe
du shambe
se shambe
chār shambe
panshambe
juma

ɦamal	saratān	mizān	jadi
sawar	asad	aqrab	dalwa
jawzā	sunbula	qaws	ɦut

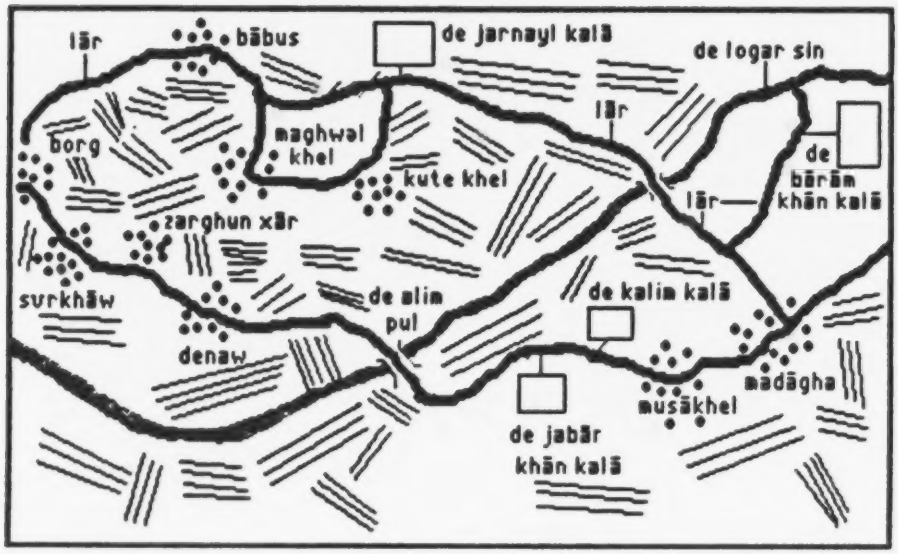
yaw/yawa	yawalas	yawist	yawders
dwa	dalas	dwawist	
dre	dyarlas	darwist	
tsalar	tswarlas	tsalerist	
pindza	pindzalas	pindzawist	
shpag	shpāṛas	shpagwist	
wa	walas	wawist	
ata	atalas	atawist	
naha	nunas	nahawist	
las	shal	ders	

nima shpa	sahār	māspəxin	māxām
shpa	tsāxt mahāl	lwaɾ māzdigar	māxām tyāra
mulāzān	gharma	māzdigar	māskhutan

dre baje di.	pə drewo bajo...
pindzə bānde dre baje di.	pə pindzə bānde drewo bajo....
las bānde dre baje di.	pə las bānde drewo bajo...
pāw bānde dre baje di.	pə pāw bānde drewo bajo...
shəl bānde dre baje di.	pə shəl bānde drewo bajo...
pindzəwist bānde dre baje di.	pə pindzəwist bānde drewo bajo..
dre nime baje di.	pə dre nimo bajo...
pindzəwist kam tsalor baje di.	pə pindzəwist kam tsaloro bajo...
shəl kam tsalor baje di.	pə shəl kam tsaloro bajo...
pāw kam tsalor baje di.	pə pāw kam tsaloro bajo...
las kam tsalor baje di.	pə las kam tsaloro bajo...
pindzə kam tsalor baje di.	pə pindzə kam tsaloro bajo...

Listening Practice

ţep



Unit 6, Lesson 5

Trip plan 1.

What season? _____

Weather? _____

Who going? _____

Where starting out? _____

When starting out? _____

Where, when and why stopping? _____

_____

_____

Final destination? _____

When to be reached? _____

Trip plan 2.

What season? _____

Weather? _____

Who going? _____

Where starting out? _____

When starting out? _____

Where, when and why stopping? _____

_____

_____

Final destination? _____

When to be reached? _____

Trip plan 3.

What season? _____

Weather? _____

Who going? _____

Where starting out? _____

When starting out? _____

Where, when and why stopping? _____

_____

_____

Final destination? _____

When to be reached? _____

Trip plan 4.

What season? _____

Weather? _____

Who going? _____

Where starting out? _____

When starting out? _____

Where, when and why stopping? _____

_____

_____

Final destination? _____

When to be reached? _____

Unit 6, Lesson 5

Trip plan 5.

What season? _____

Weather? _____

Who going? _____

Where starting out? _____

When starting out? _____

Where, when and why stopping? _____

_____

_____

Final destination? _____

When to be reached? _____

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about the Family

awal dars: khpəlwān

Lesson 1: Male Relatives

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Talk about male relatives.
- Talk about your and other people's relatives.

tikrār

Male relatives:

zoy
tra

Non-emphatic or "weak" pronouns:

me "my" **de** "your" **ye** "his/their" **mo** "our/you-all's"

nəwi loghāt

amdā	just, only
ba	will (be, start, etc.)
_____ de _x_ tsə keg-	How is _____ related to x?
dumra	that much
korənəy	family
məlmastyā	party
sāt	hour
nāwakhta	late

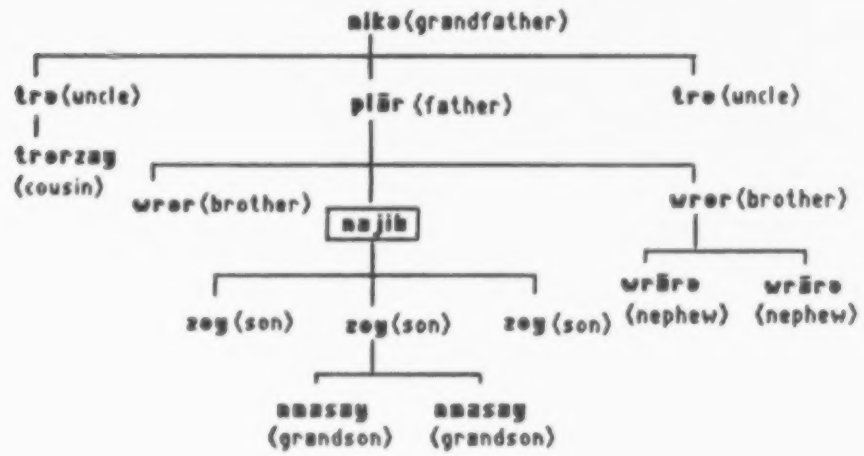
Additional Vocabulary

kəshər	young
mandzway	middle
məshər	old
tālim kaw-	study
tarjumān	translator, interpreter
tujārat	business
trorzəy	female cousin (both sides of the family)
tərbra	distant female cousin (father's side of the family)

Male relatives:

khpalwān	male relatives in general
plār	father
wror	brother
tra	paternal uncle
nika	father's father
nmasay	grandson
wrāra	brother's son
trorzay	male cousin (both sides of the family)
tarbur	distant male cousin (father's side of family)
zum	son-in-law/man married into the family

Male Relatives (from Najib's point of view)



de jarnayl melmāna

Bārām Khān: **alako rādzay tse dzu.**

nāwakhta kegi.

Sam: **laka tse de jarnayl kalā ḏera lare da.**
It looks like
Bārām Khān: **na dumra ḏera lare na da.**

Sam: **tso sāta lār ba wi?**

Bārām Khān: **yāra ka pa lanḏa lār lāṛ su pāw bande yaw sāt ba**
I think that if we take the short cut
wanisi.

Sam: **nor tsok ham rādzi aw ka amdā mung-tāse yu?**

Bārām Khān: **dā tsa wāye! ḏer zyāt khalak rādzi.**

de amin plār, wruna, tra aw de tra zaman, aw de aslam plār, nika, wruna aw wreruna aw ṭol rādzi.

malak jāno aw de agha yaw tso tarbruna aw khpalwān ham rādzi.

Sam: **agha dzwan tse parun ye melmastyā ta khabar kṛu de amin tsa kegi?**
How is that young man who brought the invitation to the party yesterday related to Amin?

Bārām Khān: **agha de amin trorzay aw de mung zum da.**

Questions on the conversation

1. **bārām khān aw Sam chera dzi?**
2. **lār ba tso sāta wi?**
3. **melmastyā chera da?**
4. **de amin plār melmastyā ta dzi?**
5. **de malak de koranay tsok de jarnayl kalā ta dzi?**
6. **bārām khān de amin trorzay pezani?**

ɟep

Amin's family:

Family member:	Where?/doing what?
Amin himself	_____
Amin's family	_____
Amin's father	_____
Amin's older brother	_____
Amin's middle brother	_____
Amin's younger brother	_____
Amin's uncles	_____
	_____
Amin's cousins	_____
	_____

rewāne khabare

Tape exercise 1.

de bārām khān _____ melmastyā ta dzi.

_____ de asad _____ da.

Tape exercise 2.

wror _____ pa amrikā ke tālim kawi.

Sam de la khpalwan sara gori.

de wror kara _____ wosegi.

Tape exercise 3.

de jumle joɽaxt

Noun possessives:	Weak pronoun possessives:
hasan <u>de asad</u> wror da. Hasan of Asad brother is.	**hasan <u>ye</u> wror da.** Hasan his brother is.
<u>de asad</u> wror pezanam. of Asad brother I know.	**wror <u>ye</u> pezanam.** brother his I know.
<u>de asad</u> la wror sara dzam. of Asad with brother with I go.	**la wror sara <u>ye</u> dzam.** with brother with his I go.
<u>de asad</u> de wror kara dzam. of Asad of brother house I go	**de wror kara <u>ye</u> dzam.** of brother house his I go.

hasan de asad wror da.	Hasan is Asad's brother.
hasan ye wror da.	Hasan is his brother.
de asad wror pezanam.	I know Asad's brother.
wror ye pezanam.	I know his brother.
de asad la wror sara dzam.	I'm going with Asad's brother.
la wror sara ye dzam.	I'm going with his brother.
de asad de wror kara dzam.	I'm going to Asad's brother's house.
de wror kara ye dzam.	I'm going to his brother's house.

The example sentences with **me**

hasan me wror da.	Hasan is my brother.
wror me pezani.	He knows my brother.
la wror sara me dzam.	I'm going with my brother.
de wror kara me dzam.	I'm going to my brother's house.

The example sentences with **de**

hasan de wror da.	Hasan is your brother.
wror de pezanam.	I know your brother.
la wror sara de dzam.	I'm going with your brother.
de wror kara de dzam.	I'm going to your brother's house.

The example sentences with **mo**

hasan mo wror da.	Hasan is our brother.
wror mo pezani.	He knows our brother.
la wror sara mo dzam.	I'm going with our brother.
de wror kara mo dzam.	I'm going to our brother's house.

koshish wakay

1. dā de _(person)_ _(thing)_ da.

   »

   dā _(weak pronoun)_ _(thing)_ da.

   dā de hasan kitāb da. » dā ye kitāb da.

2. de _(someone)_ de _(male relative)_ num _(relative's name)_ da.

   »

   de _(male relative)_ num _(weak pronoun)_ _(relative's name)_ da.

   de bārām khān de zoy num tor da. » de zoy ye num tor da.

3. de _(male relative)_ num de _____ da?

   wo, num ye _____ da./
   na, num ye _____ na da. num ye _____ da.

4. _(male relative)_ de wos chera da?

   yāra pa _(place)_ ke ye da.

khobare atare

1. Each student works up a description of the male relatives in his/her family, providing a little information about each (e.g. name, occupation, whereabouts), and presents his description to the class.

2. Students divide into pairs, and ask each other questions about their male family members.

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

doyam dars: nor khpəlwān

Lesson 2: More Relatives

de səbaq hədaf

Upon completing this lesson, you will be able to:

- Talk about other relatives.

tikrār

Weak pronouns:

me: de wror kəra me dzəm.
de: lə wror səra de dzəm.
ye: wror ye pezanəm.
mo: hasan mo wror da.

Male relatives:

khpəlwān	plār	trorzay	trə	zum
tarbur	wror	nika	nmasay	wrāra

nəwi loghāt

bəl sabā	day after tomorrow
zṛə me də tse	It's my plan that....
tayār	ready
wəraseg-	reach
ərumaru	for sure
tera kəm	I intend to stay
de shambe shpa	Friday evening (literally, "the evening of Saturday", or "the evening before Saturday")
agha	he/his/him (when person referred to is not present)
agha	she/her (when person referred to is not present)

Additional Vocabulary

ghwāṛ invite
khpəl (his, her, my, etc.) own
leg- send
rawal- bring
_____ **tə wāda** married to _____
_____ _____ **tə wadaw-** marry (girl) to (boy)

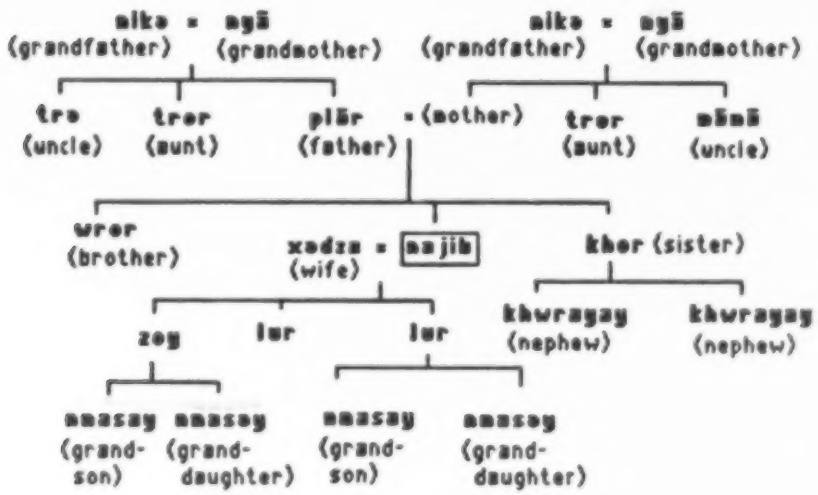
Weak pronouns (used in possessive phrases and as direct objects):

1s.	**me**	my, me
2s.	**de**	your, you
3s&p.	**ye**	his, hers, its, him, her; their, them
1&2p.	**mo**	our, you-all's, us

Additional Relatives:

meṛə	husband	**khwrəyəy**	sister's son
māmā	maternal uncle	**tror**	aunt
nyā	grandmother	**xədzə**	wife
khor	sister	**nməsəy**	granddaughter

Additional Relatives (from Najib's point of view)



de patang wāda

Jarnayl: pexawar ta tsa wakht khwadzege?

Sam: zṛa me da tse de jume pa wradz wakhwadzegam.

Jarnayl: dā tsa wāye!
What are you saying!
de patang wāda de shambe pa shpa da!

artsa tayār di.

lare melmāna ham tsok rā rāsedeli di.
have arrived
aw tsok ba ye sabā aw bal sabā rā warasegi.

de patang māmāgān, traynde, aw nyā ba sabā gharma rā warasegi.

de laylā meṛa aw de agha khpalwān ba sabā gharma rā warasegi.

Sam: de tor khwrayān ham rādzi?

Jarnayl: wo. agha ba bal sabā rāwarasegi.

Sam: de wāda shpa ba dar sara tera kam.

kho de shambe pa māspaxin arumaru khwadzegam.

Unit 7, Lesson 2

Questions on the conversation

1. Sam ba kuma wradz pexawar ta wakhwadzegi?
2. de patang wāda tsa wakht da?
3. de patang māmāgān ba nizde pa tso bajo rā warasegi?
4. tsok ba de patang la māmāgāno sara rā warasegi?
5. de laylā de meṛa khpalwān de patang wāda ta dzi?
6. Sam ba tsa wakht wakhwadzegi?

Jep

Jarneyl's children:

Son or daughter?	Where/doing what?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

rawāne khabare

Tape exercise 1.

de patang _____ ye wāda ta dzi.

_____ ba mo tsa wakht rā warasegi?

Tape exercise 2.

agha dukāndār pezane? wo, pezanam ye.

Tape exercise 3

de jumle joṛaxt

Weak pronouns as direct objects
de patang khwrayay <u>bārām khān</u> pezani. » of Patang nephew Bārām Khān he knows. de patang khwrayay <u>ye</u> pezani. of Patang nephew him he knows.
<u>bārām khān</u> pezanu. » Bārām Khān we know. pezanu <u>ye</u>. we know him.
<u>tor</u> kalā ta barabarawam. » Tor kalā to I am leading. kalā ta <u>ye</u> barabarawam. kalā to him I am leading.

de patang khwrayay <u>bārām khān</u> pezani. Patāng's nephew knows Bārām Khān.

de patang khwrayay <u>ye</u> pezani. Patang's nephew knows him.

<u>bārām khān</u> pezanu. We know Bārām Khān.

pezanu <u>ye</u>. We know him.

<u>tor</u> kalā ta barabarawam. I'm guiding Tor to the kalā.

kalā ta <u>ye</u> barabarawam. I'm guiding him to the kalā.

Example sentences with other weak pronoun direct objects

de patang khwrayay me pezani. Patang's nephew knows me.
de patang khwrayay mo pezani. Patang's nephew knows us/you-all.
de patang khwrayay de pezani. Patang's nephew knows you.

pezanu de. We know you.
pezanu mo. We know you-all.

kalā ta de baraborawam. I'm guiding you to the kalā.
kalā ta mo baraborawam. I'm guiding us/you-all to the kalā.

Order of weak pronouns

me and **mo** precede **de**

de precedes **ye**

ba precedes the weak pronouns

plār me de pezani. 1 2	My father knows you.
wror ba de ye sabāta wagori. 1 2 3	Your brother will see him tomorrow.
zoy de ye melmastyā ta ghwāṛi. 1 2	His son is inviting you to the party.

koshish wakay

1.

de bārām khān nmasay patang ta wadawi.

jarnayl Sam de patang wāda ta ghwāṛi.

laylā khpal meṛa wāda ta rawali.

de bārām khān koranay pezanu.

de tor plār ye wruna melmastyā ta legi.

2.

spin de bārām khān khwrayay da. bārām khān ye melmāstya ta rāwali.

tor de bārām khān zoy da. bārām khān ye borg ta legi.

laylā de jarnayl lur da. _____

amān de atiqulā niazi wrāra da. _____

rābyā de amān xadza da. _____

jarnayl bārām khān pezani. _____

laylā de bārām khān de nmasay malgare da. _____

de bārām khān zoy de Sam de paxto xowunkay wa.

_____

spin de tor trorzay da. _____

3.

__(name)__ de patang tsa kegi? _____ da.

laylā
jarnayl
de bārām khān nmasay
de bārām khān de nmasay plār
de jarnayl bal zoy

khabare atare

1. Each student takes the point of view of one of the members of Jarnayl's family, and asks and answers questions about his or her relationship to the other members, e.g., Laylā can ask **tə me wror ye?** or **meṛə me de bārām khān zoy da?**

2. Variation on "Twenty Questions." One student assumes the identity of one of the Logar Pashtuns (or Pashtanas). The other students try to guess who the Pashtun (or Pashtana) is by asking questions about his/her relatives and other aspects of his/her life.

wəma hafta:
de koranəy pə bārā ke khabəre

Unit 7: Talking about Families

dreyam dars: de Sam koranəy

Lesson 3: Sam's Family

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Talk about all the members of your immediate family.
- Talk about your own and other people's relatives.

tıkrār

Relatives:

plār	trə	trorzəy	wrārə	wror	nyō
nika	nmasəy	meṛə	khwrayəy	tror	tərbrə
khor	nmasəy	khwāxə	trorzəy		

Weak pronouns:

hasən ye wror da.	pezənu ye.
wror ye pezanəm.	kalō ta ye barabarawəm.
lə wror sara ye dzəm.	de wror kara ye dzəm.

nəwi loghāt

dzān ta	by themselves/myself/yourself, etc.
mālım, mālıma	teacher (more commonly used than **xowunke**)
mor	mother
numeg-	be named
_____ sara pezan-	know, be acquainted with
tanā	alone
xədza	wife
zwanday	alive

Oblique forms of weak pronouns:

1st sg. & pl.	**rā**
2nd sg. & pl.	**dər**
3rd sg. & pl.	**wər**

de Sam koranay

de atiqulā trə: dā amrikāyi da?

atiqulā: wo, dā Sam da.

de atiqulā trə: kābal ta tanā raghalay da?
did (he) come

atiqulā: wo, tanā raghalay da.

de atiqulā trə: koranay ye pə amrikā ke da?

atiqulā: wo, pə amrikā ke da.

de atiqulā trə: de Sam mor aw plār zwandi di?

atiqulā: wo, zwandi di.

de atiqulā trə: wāṛə aw xədzə ye la mor aw plār sara wosegi?

atiqulā: na, dzān ta wosegi.

de atiqulā trə: mor aw plār ye tsə kār kawi?

atiqulā: plār ye mansabdār da aw mor ye mālima da.

de atiqulā trə: de Sam khwaynde aw wruna la khpale mor aw plār sara wosegi?

atiqulā: na, tanā yawa khor ye la mor aw plār sara wosegi.

Questions on the conversation

1. **atiqulō aw tra ye chera di?**
2. Sam **la khpalo khpalwāno sara kābal ta rāghalay da?**
3. **de** Sam **koranay chera da?**
4. **plār aw mor ye mṛa di?**
5. **mor ye tsa kār kawi?**
6. **plār ye tsa kār kawi?**
7. **khwaynde lari?**
8. **khor ye chera wosegi?**

tep

Sam's family:

Family member mentioned:	Where?/Occupation?/Living?:

rewāne khabare

Tape exercise 1.

_____ war sara wosegi.

_____ war ta wādawi.

Tape exercise 2.

de jumle joṛəxt

Weak pronouns with prepositions:
tor <u>lə spin sərə</u> borg tə dzi. Tor with Spin with Borg to go. **tor borg tə <u>wər sərə</u> dzi.** Tor Borg to him with go.
tor <u>lə spinə</u> dzi. Tor from Spin go. **tor <u>wər nə</u> dzi.** Tor him from go.
plār me pəri <u>spin tə</u> wədəwi. father my Pəri Spin to marry. **plār me pəri <u>wər tə</u> wədəwi.** father my Pəri him to marry.

tor lə spin sərə borg tə dzi. Tor is going to Borg with Spin.
tor borg tə wər sərə dzi. Tor is going to Borg with him.

tor lə spinə dzi. Tor is leaving Spin.
tor wər nə dzi. Tor is leaving him.

plār me pəri spin tə wādəwi. My father is marrying Pəri to Spin.
plār me pəri wər tə wādəwi. My father is marrying Pəri to him.

Example sentences with other oblique weak pronouns

tor borg ta rō sara dzi. Tor is going to Borg with me/us.
tor borg ta dər sara dzi. Tor is going to Borg with you/you-all.

tor rō na dzi. Tor is leaving me/us.
tor dər na dzi. Tor is leaving you/you-all.

plār ye pari rō ta wādawi. His father is marrying Pari to me.
plār me pari dər ta wādawi. My father is marrying Pari to you.

koshish wakay

1.

A: **dā** (someone's) __(relative)__ **da?**

B: **wo, dā** (someone's) __(relative)__ **da.**

A: (someone) **sara wosegi?**

B: **wo,** (appropriate pronoun) **sara wosegi./**
na, na (appropriate pronoun) **sara wosegi.**

2.

dā me khor da. _____

dā me mor da. _____

dā me khwrayay da, etc. _____

khabare atare

Students divide into pairs. One pair member plays the part of Atiqullah's uncle; the other plays him/herself. Atiqullah's uncle asks about the American's family. After practice, the pairs perform their conversation for the class, who comments on the accuracy of the information and the quality of the Pashto.

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

tsaloram dars: de bārām khān koranəy

Lesson 4: Bārām Khān's Family

de səbaq hadaf

Upon completing this lesson, you will be able to:

- Talk about additional relatives.
- Compare your relatives with others'.

tikrār

"Weak" possessive pronouns: **me, de, ye, mo**

nəwi loghōt

əlāwə pə	besides	**khordzə**	niece (sister's daughter)
chā	obl. form of **tsok**	**ngor**	daughter-in-law
ghəṛəy	member	**wrerə**	niece (brother's daughter)

"Strong" possessive pronouns:

di mā	"my"	**di mung**	"our"
di tā	"your"	**di tāse**	"you-all's"
di də	"his" (close by)	**di duy**	"their" (close by)
di de	"her" (close by)		
di əghə	"his" (out of sight)	**de əgho**	"their" (out of sight)
de əghe	"his" (out of sight)		

bārām khān aw koranəy ye

Tsunḏay: **bārām khān tsok da?**

Sam: **bārām khān de logar yaw loy khān da.**

Tsunḏay: **bārām khān nor zaman lari?**

Sam: **wo, tsalor nor zaman lari.**

Tsunḏay: **de koranəy nor ghaṛi ba ye ham ḏer wi?**

Sam: **wo, koranəy ye bikhi loya da.**

alāwa pə zamano tsalor luṇe, takhmin las nmasi aw nmasəy, tsalor wruna aw las dolas wreruna aw wrere, dre khwaynde aw takhmin ata ka naha khwrayi aw khordze lari.

nor tarbruna aw khpalwān ham ḏer di.

kho za ye ḏer na pezanam.

Tsunḏay: **ṯol yaw dzāy sara wosegi?**

Sam: **na. zaman, ngaynde, nmasi, dwa luṇe, dwa wruna aw de agho wāṛə pə yawa kalā ke war sara wosegi.**

nor ye dzān ta kalāwe aw kuruna lari.

Questions on the Conversation

1. **bārām khān de logar muhim saṛəy da?**
2. **bārām khān tso wāṛə lari?**
3. **de bārām khān koranəy loya da?**
4. **bārām khān tso nmasi aw nmasəy lari?**
5. **de bārām khān tso khwaynde di?**
6. **de bārām khān tso wruna pə khpalo kalāwo ke wosegi?**

ţep

1. Sam tsə wakht afghanıstān tə dzi?
2. pə logar ke lə chā sara wosegi?
3. logar tə ba tsə wakht warasegi?
4. de Sam de paxto mālım tsə numegi?
5. de bārām khān tso zaman pə kalā ke war sara wosegi?
6. shānur chera da?

rowāne khabare

Tape exercise 1.

_____ ba me sabā ta dalta rā warasegi.

_____ de melmastyā ta walega.

Tape exercise 2.

plār - mor	meṛa - xadza
zoy - lur	nmasay - nmasay
wror - khor	nika - nyā
tra - tror	zum - ngor
māmā - tror	khwrayay - khordze

de jumle joṛəxt

Possessive Pronouns

	Weak	Strong
1st sg:	**plār me**	**di mā plār**
2nd sg:	**plār de**	**di tā plar**
3rd sg. m. (close):	**plār ye**	**di də plār**
3rd sg. f (close).	**plār ye**	**di de plār**
3rd sg. m(out of sight):	**plār ye**	**di əghə plār**
3rd sg. f (out of sight):	**plār ye**	**di əghe plār**
1st pl:	**plār mo**	**di mung plār**
2nd pl:	**plār mo**	**di tāse plār**
3rd pl. (close):	**plār ye**	**di duy plār**
3rd. pl. (out of sight):	**plār ye**	**di əgho plār**

Examples

A: **de əgho pə logər ke wosegi.**	Their father lives in Logar.
di tā plār pə kabəl ke wosegi.	Your father lives in Kabul.
A: **mor me zwandəy də**	My mother is alive.
di tā mor həm zwandəy də?	Is your mother also alive?
A: **di mā kor dəltə də.**	My house is here.
di tā kor chera də?	Where is your house?
A: **di də mor mālıma də.**	His mother is a teacher.
di tā mor tsə kār kawi?	What does your mother do?
A: **di mung plār kunduz tə dzi.**	Our father is going to Kunduz.
di tāse plār chera dzi?	Where is your father going?

koshish wakay

Mini-conversations:

A: __(relative)__ **me pə** __(place)__ **ke wosegi.**

(to classmate) **di tō** __(relative)__ **chera wosegi?**

B: **di mō** __(relative)__ **pə** __(place)__ **ke wosegi.**

(to another classmate) **di tō** __(relative)__ **chera wosegi?** etc.

A: (points to classmate) **di də/de**__(relative)__ **tsə kār kawi?**

B: **di də/de** __(relative)__ __(occupation)__ **de.**

A: (points to other classmate) **di də/de** __(relative)__ **tsə kār kawi?**

B: **di də/de** __(relative)__ __(occupation)__ **de.**

A: __(person)__ **di tō** __(relative)__ **de?**

B: **no, di mō** __(relative)__ **nə de. di mō** _____ **de.**

khabare atare

1. Students conduct a conversation in which they compare family members' ages, whereabouts, and occupations.

2. Students compare their families (count grandparents, aunts, uncles, cousins, brothers, sisters, sons, daughters, nephews and nieces) and see who has the biggest family.

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

pindzam dars: tıkrār

Lesson 5: Review

de sabaq hadaf

Upon completing this lesson, you will be able to:

- Talk about your own and others' relatives.

tɪkrār

Vocabulary Review

koranəy

khpəlwān	khpəlwāna	zum	ngor
trorzəy	trorzəy	meṛə	xədzə
tarbur	tarbra		

nikə	nyā	trə	tror
plār	mor	māmā	(tror)
zoy	lur	wrārə	wrerə
wror	khor	khwrəyəy	khordzə
nməsəy	nməsəy		

Listening Practice

tep

Description 1

Whose family? _____

How many sons? _____

How many daughters? _____

How many grandchildren? _____

Other relatives? _____

Where do they live? _____

Other information? _____

_____

_____

Unit 7, Lesson 5

Description 2

Whose family? _____

How many sons? _____

How many daughters? _____

How many grandchildren? _____

Other relatives? _____

Where do they live? _____

Other information? _____

_____

_____

Description 3

Whose family? _____

How many sons? _____

How many daughters? _____

How many grandchildren? _____

Other relatives? _____

Where do they live? _____

Other information? _____

_____

_____

Description 4

Whose family? _____

How many sons? _____

How many daughters? _____

How many grandchildren? _____

Other relatives? _____

Where do they live? _____

Other information? _____

_____

_____

Description 5

Whose family? _____

How many sons? _____

How many daughters? _____

How many grandchildren? _____

Other relatives? _____

Where do they live? _____

Other information? _____

_____

_____